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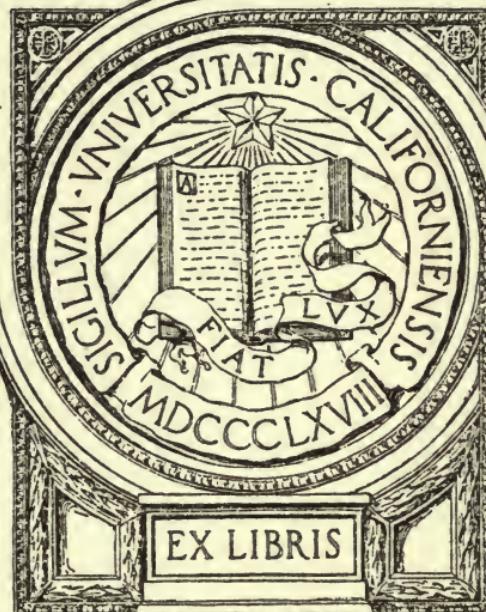
ELEMENTARY ENGLISH

BY
E. ORAM LYTE

AMERICAN · BOOK · COMPANY
NEW YORK · CINCINNATI · CHICAGO

IN MEMORIAM

John Swett



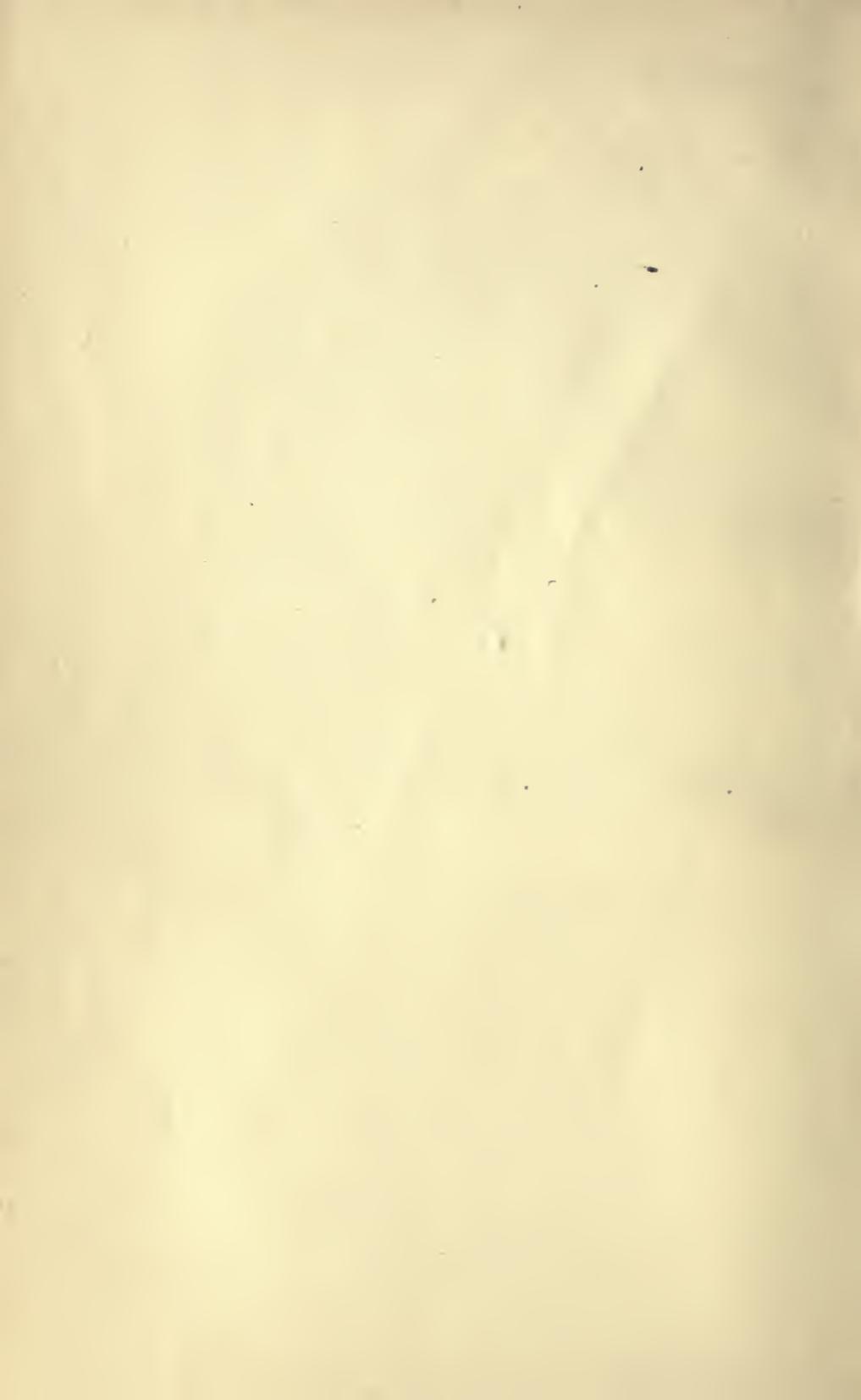
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ELEMENTARY ENGLISH

BY

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PRINCIPAL FIRST PENNSYLVANIA STATE NORMAL SCHOOL,
MILLERSVILLE



NEW YORK :: CINCINNATI :: CHICAGO
AMERICAN BOOK COMPANY

LYTE'S LANGUAGE SERIES.



ELEMENTARY ENGLISH.

For use in Primary and Lower Grammar Grades.

ELEMENTS OF GRAMMAR AND COMPOSITION.

For use in Upper Grammar Grades.

ADVANCED GRAMMAR AND COMPOSITION.

For use in High Schools, Normal Schools, and
Preparatory Schools.

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W. P. I

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LYTE'S ELEM. ENG.

PREFACE.

“ELEMENTARY ENGLISH” is the first of a series of text-books on language prepared for schools. It is a first book on formal language study. It should be used after the child has learned to express simple thoughts in written language. It is primarily a book on language, and not history, literature, or natural science. Lessons from these branches are contained in it, however; and it is hoped that these lessons will suggest to the teacher that instruction in elementary science and all other branches should have as one of its objects the training of the child’s linguistic powers.

The subject as here presented is divided into three parts, each part representing a year’s work in this branch.

The method of development is inductive. No definitions are given to be committed to memory by the children.

What children are interested in, and what they may easily be led to be interested in, determined the nature of most of the lessons here presented. Many of these lessons are suggestive, and in the hands of a good teacher may be enlarged or otherwise modified to suit the environment and development of the pupils.

The thanks of the author are due to Messrs. Houghton, Mifflin & Co., Boston, and to Messrs. D. Appleton & Co., New York, for permission to use several of the selections contained in these pages, and to the experienced teachers who kindly and with critical care read the manuscript of the book.

E. O. L.

STATE NORMAL SCHOOL,
MILLERSVILLE, PA., 4 May, 1898.

541700

SUGGESTIONS TO TEACHERS.

NOTE 1. The "Questions" connected with each lesson are for the guidance of the pupil in preparing the lesson, and for the use of the teacher in teaching it. Do not follow them mechanically. Omit them and ask others, if necessary. Do not make the mistake of thinking that a question that may be answered by *yes* or *no* is never to be asked. Occasionally such questions are serviceable.

NOTE 2. The paragraphs headed "To be read" are *not* to be committed to memory by the pupil.

NOTE 3. The selections "to be memorized" may be omitted without greatly marring the plan of the work, though it is of great advantage to store the mind of the child with gems of thought. Even when the full meaning of the selection is not fully comprehended by the child, the exercise is not without merit.

NOTE 4. The teacher should correct the child's errors of speech by teaching him the correct form.

NOTE 5. Do not run too much into detail in primary language teaching.

NOTE 6. Do not hesitate to use grammatical terms, if your pupils have grammatical ideas to express. Call a noun a noun, if you wish your pupils to think about nouns. "Name-word" is not only longer than "noun," but it is an incorrect expression if you mean "noun." There is no difficulty about the use of technical terms if the ideas expressed by them are in the mind.

NOTE 7. A series of "Lessons of the Months" is outlined on page 157. These lessons should be given at some convenient time during each month. Each grade studying this book may prepare the lessons, the primary grades making only general and plain observations, and the higher grades doing more detailed work.

NOTE 8. Suggestions are made from time to time with respect to what may be profitably read to the classes studying this little book. Most of the articles mentioned are within the reach of nearly every teacher, and this fact had its influence in determining what to suggest. These selections, however, may be omitted if it is not convenient to obtain them, and other selections may be read by the teacher.

ELEMENTARY ENGLISH.

PART I.

LESSON I.—Statements.



EXERCISE I.

Copy the following statements:

period

1. I see five boys.
2. One boy has a bat.
3. He will try to hit the ball.
4. A ball will roll every way.
5. A sphere rolls every way.

With what kind of letter does each statement begin? What mark is placed after each statement?

See Note 1, Suggestions to Teachers, p. 4.

To be read.

The first word of a statement should begin with a capital letter.

A statement should be followed by a period.

Complete statements are sentences.

See Note 2, Suggestions to Teachers, p. 4.

EXERCISE II.

Write answers to these questions. Make each answer a complete statement, or sentence.

What are the boys playing?

Example. — The boys are playing ball.

How many bats do you see?

Are these boys playing in the school yard?

How many trees do you see?

How many pupils are in the school yard?

To be memorized.

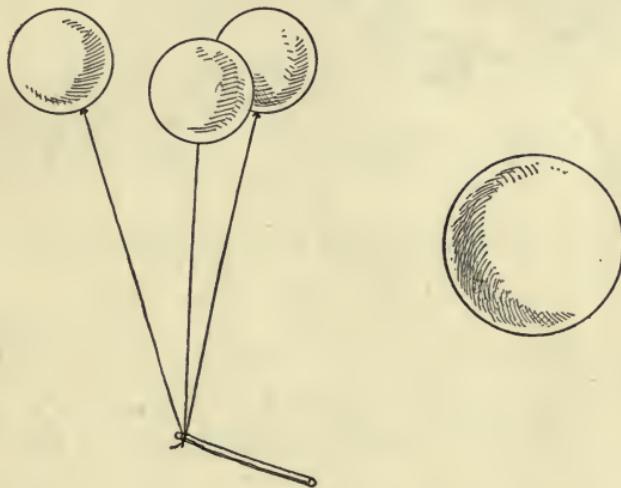
Be to others kind and true,
As you'd have them be to you.

See Note 3, Suggestions to Teachers, p. 4.

LESSON II.—Sentences.

EXERCISE I.

Copy the following statements, or sentences :



1. I see a sphere.
2. The sphere is round.
3. It rolls every way.
4. A slight touch moves a sphere.
5. A toy balloon is a sphere.

To be memorized.

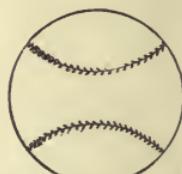
Politeness is to do and say
The kindest thing in the kindest way.

EXERCISE II.



Write answers to the following questions. Make each answer a sentence.

1. How many oranges are on the plate?
- Example. — There are three oranges on the plate.
2. Is an orange shaped like a sphere?
3. How many balls are near the bat?
4. What is a ball shaped like?
5. How many marbles are on the floor?
6. What is the shape of a marble?
7. How many objects in the picture are shaped like a sphere?
8. Are the earth and the moon each shaped like a sphere?



To be drawn.

To be memorized.

Kind words are little sunbeams
 That sparkle as they fall;
 And loving smiles are sunbeams,
 A light of joy to all.

LESSON III.—Little Drops of Water.

EXERCISE I.

Read the following stanzas :

Little drops of water,
 Little grains of sand,
 Make the mighty ocean
 And the pleasant land.

Little deeds of kindness,
 Little words of love,
 Make our earth an Eden,
 Like the heaven above.

How many stanzas has this poem? How many lines are there in each stanza? With what kind of letter does the first word of each line begin?

EXERCISE II.

Copy the stanzas. Be careful to arrange the lines properly.

EXERCISE III.

Commit the stanzas to memory.

Reading Suggested.—“Twinkle, twinkle, little star.”

See note 8, Suggestions to Teachers, p. 4.

LESSON IV.—Questions.

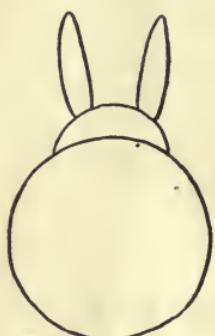
Copy the following questions :

1. Can birds fly ?
2. Do dogs bark ?
3. Are humming birds small ?
4. Can a rabbit run ?
5. Do cats catch mice ?
6. Is this lesson easy ?

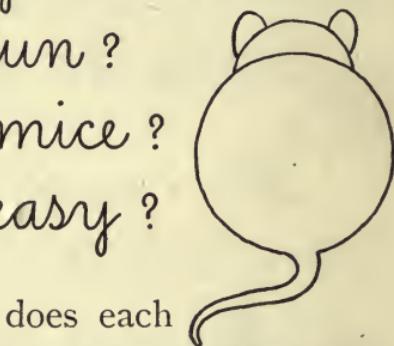
With what kind of letter does each question begin ? What mark is placed after each question ?

To be drawn.

To be drawn.



To be drawn.



To be read.

The first word of a question should begin with a capital letter.

An interrogation point should be placed after a question.

Questions are sentences.

To be remembered.

Do to-day's work to-day.

LESSON V.—Names.

These names are copied from Lessons I., II., and IV. Write the names that mean one in one column, and the names that mean more than one in another column.

boy	orange	birds
boys	oranges	dogs
bat	balls	rabbit
ball	marble	cats
sphere	floor	mice
plate	marbles	lesson



To be drawn.

LESSON VI.—Memory Exercise: Little White Feathers.

Commit this stanza to memory:

Little white feathers filling the air,
 Little white feathers, how came you there?
 “We came from the cloud birds sailing so high,
 They are shaking their white wings up in the sky.”

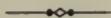


Snowflakes.

What do we mean by “little white feathers”? Do you think that is a good name? Why?

What did the "feathers" come from? Were there real cloud birds in the sky? Did you ever see the clouds sailing in the sky? When does snow fall?

Reading Suggested.—The First Snow Fall.—*Lowell.*



LESSON VII.—Sentences.

EXERCISE I.

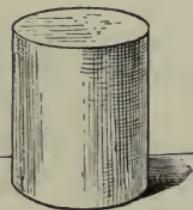
Copy the following sentences from dictation:

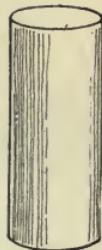
1. I see a cylinder.
2. The cylinder has two flat faces.
3. The cylinder can roll one way.
4. It can stand on either face.
5. The trunk of a tree is a cylinder.

EXERCISE II.

Write answers to the following questions:

1. How many trees are in the field?
2. Is the trunk of a tree shaped like a cylinder?
3. What is the log shaped like?





To be drawn.



To be drawn.

4. How many bananas are on the plate?
5. Is a banana shaped like a cylinder?
6. Is a roll of ribbon a cylinder?
7. Are the legs of the table cylinders?

To be memorized.

Beautiful hands are they that do
 Deeds that are noble, good, and true,
 Moment by moment the long day through.



LESSON VIII.—Names.

These names are copied from Lessons VI. and VII. Write the names that mean one in one column and the names that mean more than one in another column.



To be drawn.

bananas	legs	ribbon
cylinder	log	trees
faces	objects	trunk
feathers	pictures	wings
field	roll	face



To be read.

Names are called nouns.

Nouns that mean one are in the singular number.
They are sometimes called singular nouns.

Nouns that mean more than one are in the plural number. They are sometimes called plural nouns.



LESSON IX.—Nouns.

EXERCISE I.

Write the plural of each of the following singular nouns:

cloud	man	rod
field	picture	ribbon
log	roll	trunk

EXERCISE II.

Write the singular of each of the following plural nouns:

bananas	hands	robins
faces	legs	trees
feathers	objects	wings

To be memorized.

Lost, somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone forever.
—Horace Mann.

LESSON X.—A Fable.



Copy the following sentences :

A dog was crossing a brook, with a piece of meat in his mouth. He thought he saw a bigger piece in the water, and tried to catch it with his teeth. But his piece fell into the water, and so he lost his supper.

What did the dog see in the water? Why did the piece of meat fall into the water? Was the dog greedy? What



To be drawn.

time of day do you think it was? What is a fable?

Readings Suggested.—The Dog in the Manger.—Æsop's *Fables*.
The Traveler and the Viper.—Æsop's *Fables*.



LESSON XI.—Sentences.

Copy the following statements. Write nouns in place of the dashes (—).



1. The — is on
the —.

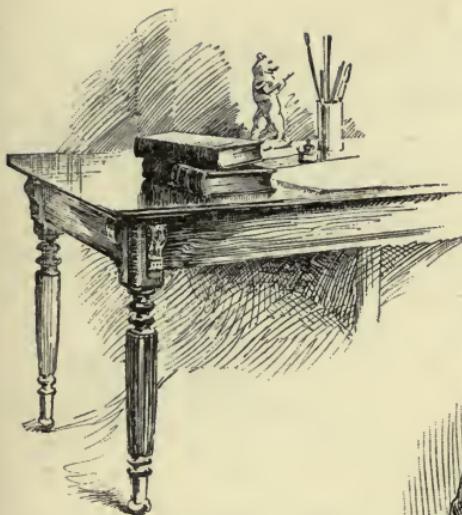


2. The — has a — in
her —.



3. The — has caught
a —.

4. A — has been caught by the —.



5. I see two — on the —.

6. The — is barking at the —.

To be memorized.

Onward, onward may
we press

Through the path
of duty;

Virtue is true happiness,
Excellence true beauty. — *Montgomery.*



LESSON XII.—Sentences.

EXERCISE I.

*Answer the following
questions orally:*

1. What is the
horse doing?





2. What has the man done?



3. What did the old man do? What is he doing?



4. What is the boy doing?

5. What are the girls doing?



EXERCISE II.

Write answers to the questions in this lesson.

LESSON XIII.—Memory Exercise:
The Christmas Tree.

Commit these stanzas to memory:

I.

When the winter comes with its whitening snow,
 How proudly the Christmas tree doth grow;
 It spreadeth its boughs
 so broad and so fair,
 And jolly and gay are
 the fruits they bear.

2.

Oh! many the homes
 it has happy made,
 When the little ones
 under its leaves
 have played;

Oh! sweet are the pleasures around it that spring,
 And dear are the thoughts of the past they bring.



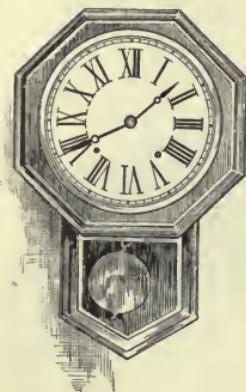
Which holiday do most children like best?
 Why? When does Christmas come? Where is
 a Christmas tree generally seen? What are found
 on it? What does the fourth line of the first
 stanza mean?

Readings Suggested.—A visit from St. Nicholas.—*C. C. Moore.*
 Selections from “A Christmas Carol.”—*Dickens.*

LESSON XIV.—Place of Objects.

EXERCISE I.

Tell orally the place of the objects in the pictures:



EXERCISE II.

Tell orally the place of five objects in the schoolroom.

EXERCISE III.

Tell in writing the place of the objects in the foregoing pictures.

LESSON XV.—Place of Objects.

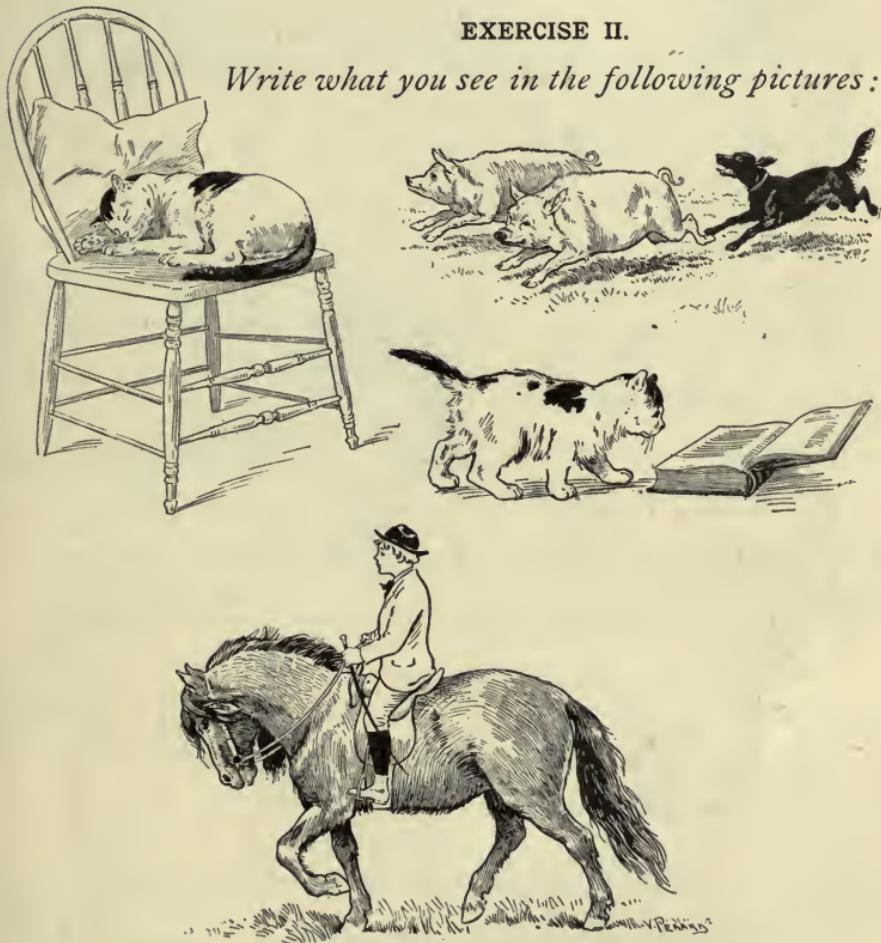
EXERCISE I.

Tell in writing the place of ten objects in the schoolroom.

Example. — The clock is on the teacher's desk.

EXERCISE II.

Write what you see in the following pictures:



To be memorized.

The secret of happiness is not to do merely what one likes to do, but to try to like what one has to do.

LESSON XVI.—Sentences.

EXERCISE I.



Copy the following questions from dictation, and write answers to them:

1. How many wings and legs has a bee?

Example.—How many wings and legs has a bee? A bee has four wings and six legs.

2. Where is the duck?

3. How many ducklings are in the water?

4. Which holiday do children like best?



To be drawn.

5. Is a cat's tongue rough or smooth?

To be memorized.

Whichever way the wind doth blow,
Some heart is glad to have it so;
So blow it east, or blow it west,
The wind that blows, that wind is best.

EXERCISE II.

Write about—



The birds on the fence.



The birds on the tree.



The weather.

LESSON XVII.—Memory Exercise: The Oak Tree.

Commit the following stanzas to memory:

THE OAK TREE.

I.

The oak tree was an acorn once,

And fell upon the earth;
And sun and showers nour-
ished it

And gave the oak tree
birth.



2.

The little sprouting oak tree!

Two leaves it had at first,
Till sun and showers had nourished it,
Then out the branches burst.



3.

The little sapling oak tree!

Its root was like a thread,
Till the kindly
earth had
nourished it,
Then out it freely spread.

4.

On this side and on that
side,
It grappled with the
ground,
And in the ancient, rifted
rock
Its firmest footing found.

— *Mary Howitt (1799–1888).*



Did you ever see an oak tree? Where are acorns found? What made this acorn grow? What helped the little tree to grow? What is a sapling? Does an oak tree have spreading branches? Is it a sturdy tree? What words in this poem name parts of a tree? Can you think

of any other parts? Is the wood of an oak tree hard or soft? What is its color? What articles of furniture are made of oak? Did you ever see an oak tree? Where?



LESSON XVIII.—Names of Persons.

EXERCISE I.

Read the following sentences:

1. I know a boy whose name is Frederic Lyte Harding.
2. His father's name is Charles Henry Harding.
3. His mother's name is Alice Harding.
4. His brother's name is Arthur Search Harding.
5. His sisters' names are Sarah Harding and Mary Harding.
6. His father writes his name C. H. Harding.
7. His brother writes his name Arthur S. Harding.
8. He writes his name Fred. L. Harding.

How many persons are named in these sentences? What is the family name, or surname, of each one? What is the Christian name of each sister? Of each boy? How many words in the Christian name of each boy? With what kind of letter does each word of a person's name begin? In which names are initial letters used? What kind of letter is each initial? What follows each initial? What is your surname? Your Christian name?

EXERCISE II.

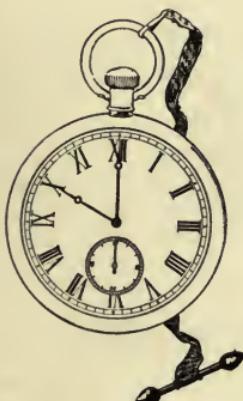
Write answers to the following questions. Let each answer be a sentence.

1. What is your full name?
2. What is your surname?
3. What is your Christian name?
4. What is the full name of one of your classmates?
5. What is your father's full name?
6. How does he usually write his name?
7. What was your mother's surname before she was married?
8. What is the name of the President of the United States?
9. What is the name of the Governor of the State?
10. What is the name of your teacher?

LESSON XIX.—Sentences.

Write —

1. Two sentences about a dog.
2. Two sentences about apples.
3. Two sentences about a kite.
4. Two sentences about the school.
5. Two sentences about roses.



To be drawn.

Example. — I have a dog named Leo. He is a St. Bernard dog.

To be drawn.

To be memorized.

An idler is a watch that wants both hands;

As useless if it goes as if it stands.—*Cowper*.



LESSON XX.—Names of Objects.

EXERCISE I.

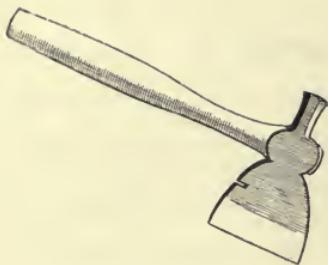
Write the names of —

Three things that you saw at home.

Three things that you saw on your way to school.



To be drawn.



To be drawn.

Write the names of—

Three things made of wood.
Three things made of iron.

Write the names of—

Three wild animals.
Three domestic animals.

EXERCISE II.

You have now written eighteen names or nouns. Write the singular form of all these nouns in one column, and the plural form in another column.

Example. —

Singular.

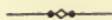
clock

carpet

Plural.

clocks

carpets

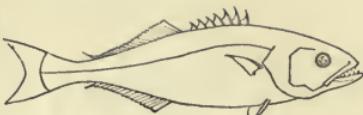


LESSON XXI.—Picture Lesson: Fishing.



I. ORAL EXERCISE.

Describe the picture. Have you ever been fishing? Tell what you know about different kinds of fish.



To be drawn.

II. WRITTEN EXERCISE.

Copy the following story, supplying words in place of the dashes:

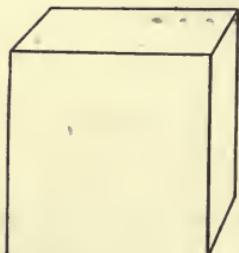
One bright day last summer, my brother Gilbert and I — Uncle Frank with — to the —, to —. Almost as — as Uncle —'s line touched the —, a — caught hold of the bait and began to — at it. "Uncle," I — to —, "look out; you 'll — have a chance to — a —." In less than a —, out came his — with a — bass at the end of —. Soon something began to nibble at —'s —, and then I was kept busy — my own —. It was a good — for —, and in an hour or —, we — about — fine —.

"Boys," said — —, as we started for —, "you have given — a great deal of — this afternoon." In a little —, — were at — again, happy — tired, and ready to — a hearty —.

LESSON XXII.—Sentences.

EXERCISE I.

Copy the following sentences from dictation:



1. I see the picture of a cube.
2. A cube has six faces.
3. Each face is a square.
4. The faces are all of the same size.
5. A cube will not roll like a sphere.

EXERCISE II.

*Write answers to the following questions.
Make each answer a sentence.*

1. How many blocks are shown in the picture?
2. What is the child doing?
3. What is each block shaped like?
4. What objects are shaped like cubes?
5. What word do the letters on the blocks spell?



LESSON XXIII.—Words to be supplied.

EXERCISE I.

Write the following sentences. Use words in place of the dashes.

1. A triangle has
— sides.



Triangle.

2. A square has
— — — —.



3. A square has
— side more than
a —.



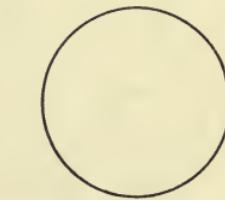
Square.

4. A square is
bounded by four
straight —.

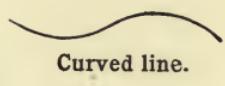


Square.

5. A circle is
bounded by a — line.



Circle.



Curved line.

EXERCISE II.

Supply words in place of the dashes.

1. A right angle is
— than an obtuse
angle.



Right angle.

2. An acute angle
is — than a right
angle.

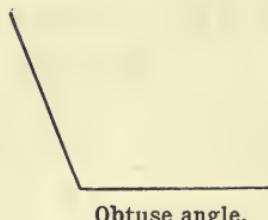


Acute angle.

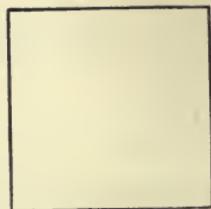
3. An obtuse angle is — than an acute angle.

4. A square has four — angles.

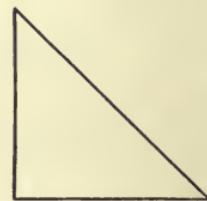
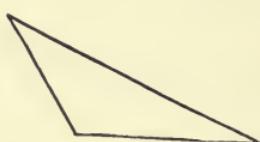
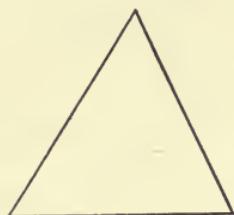
5. A triangle has — angles.



Obtuse angle.



To be drawn.



To be drawn.

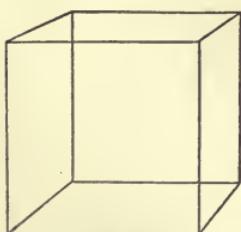
6. A right angle is — than an — angle and — than an — angle.



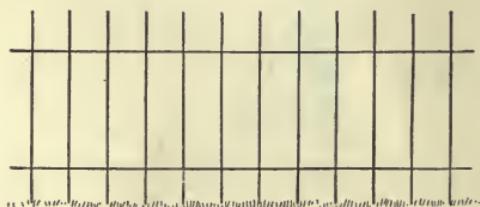
To be drawn.

7. A triangle is bounded by — — —.

8. The edge of the table is a — line.



To be drawn.

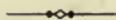


To be drawn.

To be memorized.

Howe'er it be, it seems to me,
 'Tis only noble to be good.
 Kind hearts are more than coronets,
 And simple faith than Norman blood.

— Tennyson.



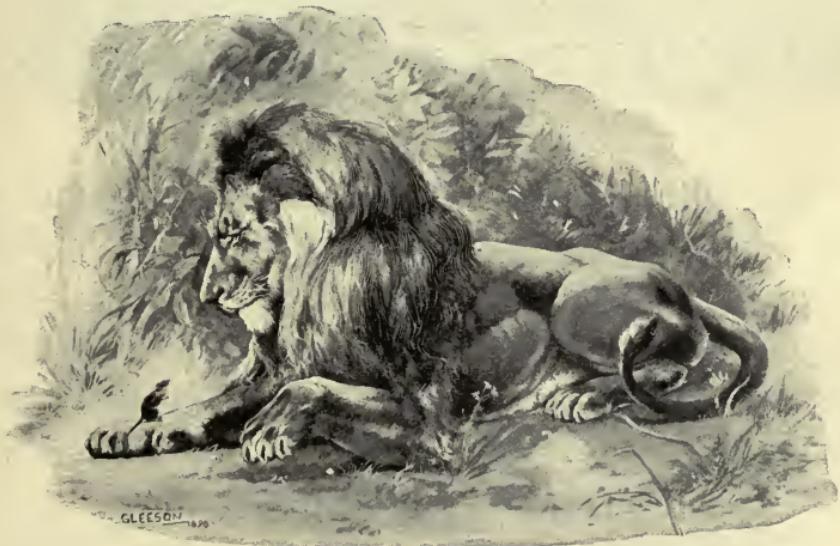
LESSON XXIV.—Reproduction. A Fable.

EXERCISE I.

Read this story carefully.

A FABLE.

A fierce lion was once lying asleep among some bushes, when a mouse crept through the leaves



near him and ran into his mouth. The lion awoke with an angry growl, and was about to eat the

little mouse. The poor little fellow begged the lion not to kill him, and said: "If you spare my life, I may be able to help you some time." The lion laughed when the mouse said this, but let him go.



Not long afterwards the lion was caught in a net which some hunters had set for him. He tried to break the ropes, but they were too strong. He was both frightened and angry, and roared so loud that the little mouse heard him. He ran to the lion and gnawed the ropes with his sharp little teeth, and soon set the big lion free.

This story shows that the weakest may help the strongest, and that we should do a kind act whenever we have a chance.

How many of you have ever seen a lion? Where do lions live? What do they eat? How do they catch their prey?

Where do mice live? What do they eat?

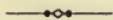
Was the lion kind to the mouse? How did the mouse repay the lion for his kindness? Do you think that this is a true story? Why was it written?

This story has three paragraphs. What are the first three words of the first paragraph? Of the second? Of the third?

EXERCISE II.

Write this story in your own words.

Readings Suggested. — The Fox and the Grapes. — *Aesop's Fables.*
The Wolf in Sheep's Clothing. — *Aesop's Fables.*

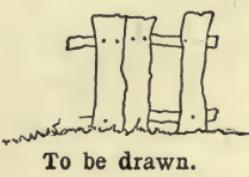


LESSON XXV.—Is and Are.

EXERCISE I.

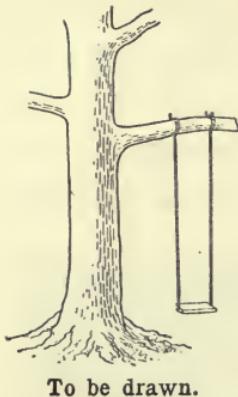
Copy the following sentences from dictation:

1. Florence is at school.
2. Edward is at school.
3. Florence and Edward are at school.
4. New York is a large city.
5. New York and Philadelphia are large cities.



To be drawn.

6. This lesson is not difficult.
7. These lessons are not difficult.



To be drawn.

Who is spoken of in the first sentence? The second? Who are spoken of in the third sentence?

In which sentence is one city spoken of? Two? How do these sentences differ?

Why is *is* used in the sixth sentence? Why is *are* used in the seventh sentence?

To be read.

Is may be used in speaking of one.

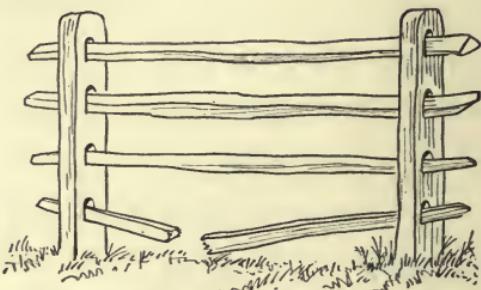
Are may be used in speaking of more than one.

In these sentences, *is* and *are* are verbs.

EXERCISE II.

Copy the following sentences, using *is* or *are* in place of the dashes:

1. A tree — a plant.
2. Roses — plants.
3. Maine and Vermont — eastern states.
4. — these rails broken?



To be drawn.

5. Why — winter cold?
6. — that horse a quadruped?
7. All horses — quadrupeds.
8. May — at home, but Arthur and Horace — at school.
9. Those apples — ripe, but this one — green.
10. Ice and snow — forms of water.



To be drawn.



LESSON XXVI.—Names.

EXERCISE I.

Write the names of—

Five things that are needed in the schoolroom.
 Five things that are needed on the playground.
 Five things that are needed at home.

EXERCISE II.

Select five words from the list you have written, and write a sentence about each object named by the words you selected.

EXERCISE III.

Write the singular and the plural of the nouns written for Exercise I.

LESSON XXVII.—The Maiden and the Bird.

EXERCISE I.



Read this poem carefully:

THE LITTLE MAIDEN
AND THE LITTLE
BIRD.

“ Little bird, little bird,
come to me;
I have a green cage
ready for thee,
Beauty-bright flowers
I'll bring anew,
And fresh, ripe cher-
ries, all wet with
dew.”

“ Thanks, little maiden for all thy care,
But I love dearly the clear,
cool air,
And my snug little nest in
the old oak tree.”

“ Little bird, little bird, stay
with me.”

“ Nay, little damsel, away
I'll fly
To greener fields and warmer sky;



To be drawn.

When spring returns with pattering rain,
You'll hear my merry song again."

"Little bird, little bird, who'll guide thee
Over the hills and over the sea?
Foolish one! come in the house

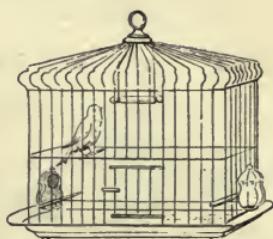
to stay,

For I'm very sure you'll lose
your way."

"Ah no, little maiden, God
guides me

Over the hills and over the sea;
I will be free as the rushing air,
And sing of sunshine everywhere."

—*L. Maria Child (1802-1880).*



To be drawn.

Who was the author of this poem? Who were talking in the poem? Did the bird want to be put in a cage? Why not? What did the bird say about going away? Do birds go to a warmer climate in winter? Why do they go? How do they know where to go? How can they find their way back in the spring? What birds may be seen in winter?

EXERCISE II.

Write the answers to these questions in the form of a composition. Add any facts that you may know about birds.

LESSON XXVIII.—Words used instead of Nouns.

EXERCISE I.

Copy the following sentences, using I, you, he, she, it, we, or they instead of the dashes:

1. Edna and — are in the room.
2. — are studying our lessons.
3. — is older than — am.
4. See the snow. — fell last night.
5. When did General Grant die? — died in 1885.
6. How fast the clouds fly! — are going eastward.
7. — are members of this class.
8. — will go, and — may stay.

To be read.

The words *I, you, he, she, it, we, and they* are called pronouns. They are used instead of nouns.

Which of these words mean one? Which mean more than one? Which one may mean either one or more than one?

EXERCISE II.

Use each of the following words in a statement or a question:

I you he she it we they

LESSON XXIX.—Picture Lesson: An Accident.

I. ORAL EXERCISE.

*Describe what you see
in the pictures.*



1.



2.



3.



To be drawn.

II. WRITTEN EXERCISE.

*Write the following account of the accident and the rescue.
Supply the omitted words.*

— week, a little girl named — —, the
— of Mr. — —, who — in — street,

was nearly —. While visiting — aunt in the country, — went to a — near by, to — a little — which her — gave — on her last —. She put — — in the —, and it became entangled in the — along the —. As — — over to loosen the —, — — into the —. Her — were — by Master — — who — to her rescue, and leaping into the —, brought — safely to —. The brave — deserves — for his prompt action. He probably — the — of the — —, as the — is quite — where the — occurred.

To be memorized.

Full many a gem of purest ray serene
 The dark, unfathomed caves of ocean bear;
 Full many a flower is born to blush unseen
 And waste its sweetness on the desert air.

— *Thomas Gray.*



LESSON XXX.—Abbreviations.

EXERCISE I.

Read the following:

Mister Cleveland. Mr. Cleveland.

General Lee. Gen. Lee.

Mr. Greene returned from Europe last week.

Capt. John Smith was a brave man.

How is the word *Mister* shortened in the first sentence? What abbreviation is used in the second sentence? What mark follows each abbreviation?

To be read.

Shortened words are called abbreviations.

An abbreviation should be followed by a period.

EXERCISE II.

Copy the following words and their abbreviations:

Mister,	Mr.
Mistress,	Mrs. (pronounced Mis'sis)
Doctor,	Dr.
Reverend,	Rev.
General,	Gen.
Street,	St.
yard,	yd.
dozen,	doz.
foot,	ft.

EXERCISE III.

The following are the abbreviations of the days of the week. Copy the names and the abbreviations. Remember that the names of the days of the week should begin with capital letters.

Sunday,	Sun.
Mon.	Wed.
Tues.	Thurs.
	Fri.
	Sat.

EXERCISE IV.

Learn the following names and their abbreviations:

January,	Jan.	July,	—
February,	Feb.	August,	Aug.
March,	Mar.	September,	Sept.
April,	Apr.	October,	Oct.
May,	—	November,	Nov.
June,	—	December,	Dec.

With what kind of letter do the names of the months begin? Which names are not abbreviated?

EXERCISE V.

Copy the following sentences:

1. Washington became President, Apr. 30, 1789.
2. John G. Whittier was born Dec. 7, 1807. He died Sept. 7, 1892.

These dates should be read *April thirtieth, 1789*, *December seventh, 1807*, and *September seventh, 1892*.

EXERCISE VI.

Write—

1. A sentence giving the date of your birth.
2. The present date.
3. The date of Washington's birth.

EXERCISE VII.

Write the abbreviations of the names of ten States. The teacher will tell you where to look for them.

To be memorized.

Habit is a cable; we weave a thread of it every day, and at last we cannot break it.—*Horace Mann.*

**LESSON XXXI.—Was and Were.****EXERCISE I.**

Read the following sentences:

1. Louis was at school yesterday.
2. Louis and Gilbert were at school last week.
3. That problem was difficult.
4. Those problems were difficult.
5. Were the children sent into the house?

In which of these sentences is one spoken of? More than one? Why is *was* used in the first sentence? Why is *were* used in the fifth sentence?

To be read.

Was may be used in speaking of one.

Were may be used in speaking of more than one.

In these sentences, *was* and *were* are verbs.

Are and *were* may be used with *you* in speaking of one, as well as more than one.

EXERCISE II.

Copy the following sentences, using was or were in place of the dashes:

1. Yesterday — a pleasant day.
2. — every pupil in school yesterday?

3. — all the pupils at school yesterday?
4. — you here, Thomas?
5. Sarah and Emma — away last week. They — at Chicago.
6. George III — king of England while Napoleon I — emperor of France.

To be read.

Is and *are* refer to present time, and *was* and *were* to past time.

EXERCISE III.



To be drawn.

Supply *is*, *are*, *was*, or *were*:

1. Birds — bipeds.
2. What — a biped?
3. Which — the short-est month?
4. When — the last holiday?
5. The soldiers of the Revolution — brave men.
6. Who — President last year?
7. Who — President now?
8. Tell me not in mournful numbers
Life — but an empty dream;
For the soul — dead that slumbers,
And things — not what they seem.

To be memorized.

Leisure is time for doing something useful.

— *Franklin.*

LESSON XXXII.—Memory Exercise: Little May.

Commit this poem to memory:

Have you heard the waters singing,
Little May,

Where the willows green are bending
O'er their way?

Do you know how low and sweet,
O'er the pebbles at their feet,
Are the words the waves repeat
Night and day?



Have you heard the robins singing,
Little one,

When the rosy day is breaking,—
When 'tis done?

Have you heard the wooing breeze
 In the blossomed orchard trees,
 And the drowsy hum of bees
 In the sun?

All the earth is full of music,
 Little May,—
 Bird, and bee, and water singing
 On its way.

Let their silver voices fall
 On thy heart with happy call:
 “Praise the Lord, who loveth all,
 Night and day.”—*Mrs. Miller.*

Did you ever hear water sing? Can you imagine
 what words the waves are repeating? At what
 time of day were the robins singing? Can you tell
 what season of the year the poem refers to?
 What is meant by the earth being full of music?
 What kind of voices are silver voices?

To be memorized.

Over and over again,
 No matter which way I turn,
 I always find in the book of life
 Some lesson I have to learn.

LESSON XXXIII.—Picture Lesson:
Boating and Skating.

I. ORAL EXERCISE.

Describe what you see in the pictures. Tell what you know about boating. About skating. Where do you go to boat? To skate?



II. WRITTEN EXERCISE.



Write about a picnic that you attended, where there was boating with other pleasures.

III. WRITTEN EXERCISE.

Write about learning to skate.

PART II.

LESSON XXXIV.—Number of Nouns.

EXERCISE I.

Copy the following nouns:

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
man	men	goose	geese
woman	women	mouse	mice
child	children	ox	oxen
foot	feet	tooth	teeth

EXERCISE II.

Add s to the following singular nouns, to make them plural:

day	valley	ball	lion
boy	monkey	kite	tiger
key	monument	top	giant

EXERCISE III.

Add es to the following singular nouns, to make them plural:

dish	fish	lioness
church	box	tigress
kiss	hero	giantess

EXERCISE IV.

Change y to i and add es:

fly	city	lady
berry	fairy	army
candy	lily	daisy

EXERCISE V.

Change f or fe to v and add es:

knife	thief	life
leaf	half	wolf

To be memorized.

Ill habits gather by unseen degrees,
As brooks make rivers, rivers run to seas.

—Dryden.

LESSON XXXV.—Has, Have, and Had.

EXERCISE I.

Read the following sentences:

1. An owl has large eyes.
2. Owls have large eyes.

In which sentence is one owl referred to? In which sentence are more than one referred to? In which sentence is *has* used? In which sentence is *have* used?



To be read.

Has may be used in speaking of one.

Have may be used in speaking of more than one.

In these sentences *has* and *have* are verbs.

Have may be used with *I* in speaking of one. It may be used with *you* in speaking of one, as well as more than one.

EXERCISE II.

Read the following sentences:

1. The boys have the sled.
2. I had it last Saturday.
3. Columbus had three ships.
4. England has a large navy.

To be read.

Have and *has* refer to present time, and *had* to past time.

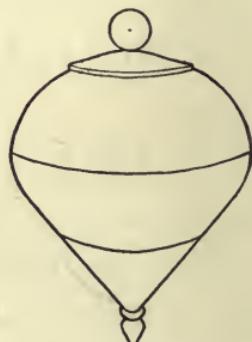


To be drawn.

EXERCISE III.

Copy the following sentences, using have, has, or had in place of the blanks:

1. A cat — sharp claws.
2. Cats — sharp claws.
3. Tigers — great strength.
4. Cornwallis — 8000 men at Yorktown.
5. Jupiter — four moons.
6. I — two tops yesterday, but my brothers — them now.
7. — you my book?



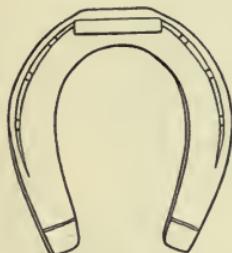
To be drawn.

LESSON XXXVI.—The Blacksmith.

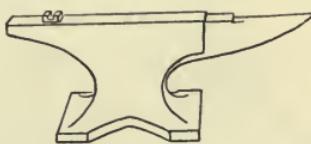
I. ORAL EXERCISE.

Describe a blacksmith's shop.

Were you ever in a blacksmith's shop? What does it look like? What furniture is in it?



To be drawn.



To be drawn.



II. ORAL EXERCISE.

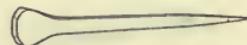
Each of you may tell what a blacksmith makes, and all that you know about his work.



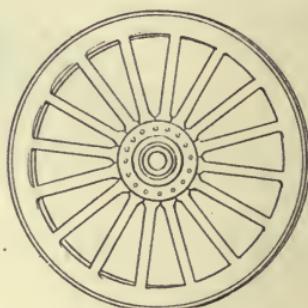
To be drawn.



What metal does the blacksmith work with? What tools does he use? What does he use them for? Why does he need a fire? What does he use for fuel?



To be drawn.



To be drawn.

III. WRITTEN EXERCISE.

Write a composition about The Blacksmith. Tell all that you can remember about his shop, his work, and his tools.



IV. MEMORY EXERCISE.

Commit the following stanzas to memory :

THE VILLAGE BLACKSMITH.

Under a spreading chestnut tree
 The village smithy stands ;
 The smith, a mighty man is he,
 With large and sinewy hands ;
 And the muscles of his brawny arms
 Are strong as iron bands.



Week in, week out, from morn till night,
 You can hear his bellows blow ;
 You can hear him swing his heavy sledge
 With measured beat and slow,
 Like a sexton ringing the village bell,
 When the evening sun is low.

And children coming home from school,
 Look in at the open door;
 They love to see the flaming forge



And hear the bellows roar,
 And catch the burning sparks that fly
 Like chaff from a threshing floor.

— *Henry W. Longfellow (1807-1882).*

What do you see in the first picture? In the second? Why are most blacksmiths strong? Is this blacksmith strong? How do you know? Do you think he is industrious? Why do the children stop?

These stanzas are part of a beautiful poem entitled "The Village Blacksmith." Read the entire poem carefully.

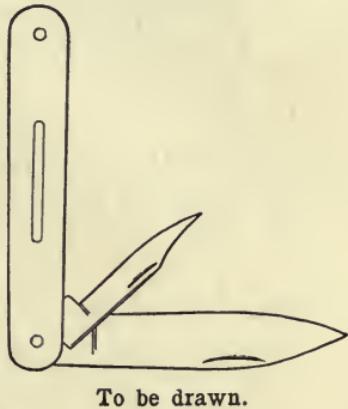
LESSON XXXVII.—Contractions.

EXERCISE I.

Read the following sentences:

1. I have lost my knife.
2. I've lost my knife.
3. Isn't it cold?

What does *I've* mean in the second sentence? What letters are omitted? What letter is omitted in *n't*?



To be read.

Expressions like *I've* and *Isn't* are called contractions.

An apostrophe should be used in a contraction, to show that one or more letters have been omitted.

EXERCISE II.

What do these contractions stand for?

it's	doesn't	I'm	can't
'tis	they're	aren't	you'll
don't	mustn't	he's	won't

To be read.

Doesn't is a contraction for *does not*, and *don't* for *do not*.

Never write or say *ain't* or *hain't*.

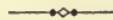
EXERCISE III.

Copy the following sentences, writing the contracted words in full:

1. She doesn't hear me; I'll try again.
2. He wouldn't come, and I couldn't remain.
3. Don't go; it isn't late.
4. I'll go, my chief; I'm ready.
5. 'Twas a famous victory.
6. "They'll have fleet steeds that follow," quoth young Lochinvar.
7. The willows are bending o'er their way.

To be memorized.

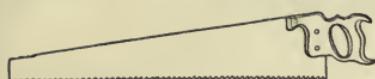
Trifles make perfection, and perfection is no trifle.—*Michael Angelo.*



LESSON XXXVIII.—Picture Lesson: Cabinet Maker's Shop.



I. ORAL EXERCISE.



To be drawn.

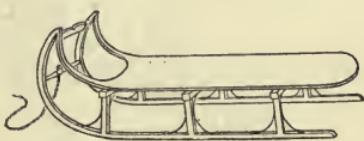
Have you ever been in a cabinet maker's shop? Tell what you know about the work of a cabinet maker, what tools he works with, etc.

II. WRITTEN EXERCISE.

Imagine that you have gone to a cabinet maker's shop, to have him make you a sled. Write what is done and said.



To be drawn.



To be drawn.

—••—

LESSON XXXIX.—A and An.

EXERCISE I.

Read the following sentences:

1. I have a peach and an apple.
2. A man stood by the gate.
3. An old man stood by the gate.
4. A very old man stood by the gate.

Before what noun is *a* placed in the first sentence? *An* in the same sentence? Does *peach* begin with a vowel sound, or a consonant sound? *Apple*? What kind of sound follows *a* in the

second sentence? *An* in the third? *A* in the fourth?

To be read.

A is used before words beginning with a consonant sound.

An is used before words beginning with a vowel sound.

A and *an* belong to a class of words called adjectives.

II. ORAL EXERCISE.

Pronounce these words, using a or an before each word:

dog	hour	girl	old fox	daisy
cat	room	tree	upper room	eagle
egg	coat	year	golden eagle	island
fox	orange	herb	overcoat	arrow
pen	unit	herd	inkstand	quiver

III. WRITTEN EXERCISE.

Copy the following sentences, filling the blanks with a or an:

1. What is — island?
2. Stark paid the Indians — hundred dollars to set him free.
3. Be — honest boy.
4. When Columbus was — little boy, he wanted to be — sailor.
5. Down in — green and shady bed — modest violet grew.

LESSON XL.—Letter Writing.

Mrs. Jane Conquest,
76 Eastport St.,
Augusta,
Maine.

Dr. James Willis,
Lake Belen,
Volusia Co.,
Florida.

ADDRESSES.

Kane, Pa., June 24, 1898.

My dear Brother,

When I reached Kane I found Aunt Annie waiting for me at the station, with Ruth, and Tom, and little Dorothy. Old Leo was there too, and seemed to know that I belonged to the family, though he is so big that I am a little afraid of him.

I came here without an accident or an adventure of any kind. I did not lose my ticket, and did not forget any of my packages, and did not suffer from "sea-sickness," as you said I would. I will write to Mama to-morrow, and tell her all the news. This note is simply to tell you that I arrived safe and sound.

Your loving sister,

Mary.

Who wrote the letter on page 62? To whom did she write it? Why did she write it? Where was she when she wrote it?

What is the first address on page 61? The second? What words are abbreviated in the addresses?

EXERCISES IN LETTER WRITING.

EXERCISE I.

Copy the letter on page 62. Arrange the different parts as they are arranged on that page.

EXERCISE II.

Draw the shape of an envelope on a piece of paper. Make it about $5\frac{1}{2}$ inches long, and $3\frac{1}{4}$ inches wide. Copy the first address on it, arranging the lines as they are arranged on page 61.

Copy the second address in the same way.

EXERCISE III.

Write a letter to a cousin, asking her to join a party of boys and girls who are going to hunt chestnuts in Mr. Smith's woods. Tell her who are going, when you are going, how you are going, and how long you expect to stay.

EXERCISE IV.

Write a letter to your father or mother about the studies you have at school.

EXERCISE V.

Write an address for a letter for—

1. Your father.
2. A cousin of yours.
3. A near friend.
4. A gentleman of your acquaintance who lives in a city.
5. A lady who lives in the country.

LESSON XLI.—Common and Proper Nouns.

EXERCISE I.

Read the following nouns:

day	Sunday	Monday
boy	Joshua	Francis
man	Grover Cleveland	Wm. McKinley
dog	Leo	Rover
city	tree	lion

Which two of these names are the names of boys? Which two are the names of men? What name can be given to each day of the week?

To be read.

Names like *Sunday*, *Joshua*, and *Grover Cleveland* are called proper nouns. They are names given to objects to tell them from other objects like them.

Proper nouns frequently consist of two or more words.

Each word of a proper noun should begin with a capital letter.

Names like *day*, *boy*, and *man* are called common nouns. They are names that can be applied to all objects of the same kind.

EXERCISE II.

Tell which of the following names are common nouns, and which are proper nouns:

Ruth	village	New York	river
city	Dorothy	George Washington	Denver
dog	Florida	country	flower
girl	India	Henry Clay	England

EXERCISE III.

Write three proper nouns that name objects named by the common noun dog. The common noun month. The common noun man. The common noun boy.

Example.— Leo, Rover, and Jip are dogs.

EXERCISE IV.

In the following sentences, try to find seven common nouns and eight proper nouns.

The nouns May and bear are each counted twice.

1. Andrew Jackson commanded the army of the United States at the battle of New Orleans.

2. "Now, let's have a game of play,
 Lucy, Jane, and little May.
 I will be a grizzly bear,
 Prowling here and prowling there."

3. "Oh, no! please not, Robert dear,
 Do not be a grizzly bear!
 Little May was half afraid
 When she heard the noise you made."

To be memorized.

A good name is better than a good face.



LESSON XLII.—Exercise in Letter Writing.

Write letters from the following suggestions. Follow the form given on page 62.

EXERCISE I.

Walter and Ira Dwight are going with their father next Tuesday evening to the Y. M. C. A. hall to see a stereopticon exhibition of Yellowstone Park. The boys want their cousin Alfred Franklin to go with them, and their father has given Walter permission to write to Alfred, and ask him to go with them to the exhibition, and afterwards spend the night at Mr. Dwight's.

EXERCISE II.

Alfred is very glad to receive the invitation, and writes to Walter that he will come to his uncle's in the afternoon. He also says, in his letter, that his mother thinks it is very kind in his uncle to invite him to go with the boys.

EXERCISE III.

Mr. Dwight lives in Bellows Falls, Vermont, and Mrs. Franklin lives at Athens, in the same State. Address envelopes for the letters.

**LESSON XLIII.—Adjectives.****EXERCISE I.**

Read the following sentences:

1. Cold winds blow from the north.
2. The green grass is waving in the gentle breeze.
3. Gold is a precious metal.

What word tells the kind of winds that blow from the north? What word describes the grass? The breeze?

To be read.

The word *cold* describes the winds.

Green, *gentle*, and *precious* describe objects. These words are called adjectives.

EXERCISE II.

In the following sentences, select the words that describe objects:

1. Do not eat green fruit.
2. Gentle persons are admired.
3. Boone had many narrow escapes.
4. Old Mother Hubbard
Went to the cupboard
To get her poor dog a bone.



5.

Four little mouths
agape forever;
Four little throats
that are never
full;
Four little nestlings,
who dissever
One big worm, by
a mighty pull.

EXERCISE III.

Copy the following sentences, using descriptive words, or adjectives, in place of the dashes:

1. I see a —— apple.





2. The — man
has a — cane.

3. — apples
are wholesome.

4. The rose is a
— flower.

5. Sunday should
be a — day.

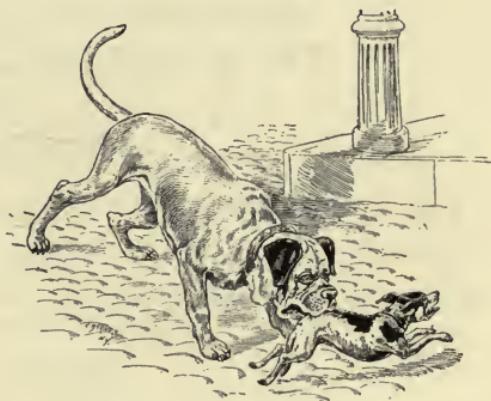
6. Our soldiers are — men.

7. Base-ball is an (or a) — game.

8. A — — dog bit a — dog.

9. Is that a (or
an) — book?

10. Can you spin
this — top?



EXERCISE IV.

Read the following sentences:

1. Grass is green.

2. The day was cold, and dark, and dreary.

3. Good children are industrious.

To be read.

Adjectives sometimes follow *is*, *was*, *were*, and
a few other words.

EXERCISE V.

Supply adjectives in place of the dashes:

1. The sun is ____.
2. The day is ____.
3. Snow is ____.
4. This lesson is ____.
5. Roses smell ____.
6. The Mississippi river is ____.
7. The weather yesterday was ____.
8. The waves were ____.
9. Was the dog ____?
10. The way was ____ , the wind was ____ ,
The minstrel was ____ and ____.

EXERCISE VI.

Light and heavy denote opposite qualities, and so do soft and hard. Write the following words in a column, and opposite each word write a word denoting an opposite quality:

cold	light	shallow
easy	ripe	sharp
hard	rough	weak

To be memorized.

One little act of kindness done—
 One little kind word spoken—
 Hath power to make a thrill of joy
 E'en in a heart that's broken.

LESSON XLIV.—Exercises in Letter Writing.**EXERCISE I.**

Write a letter to a cousin about your school.

Tell him something about the building and the room.

Who is the teacher?

What studies have you? Which are easy? Which difficult? Which one do you like best? Why?

What games do you play? Say something about your playmates.

Invite him to come to see the school.

EXERCISE II.

Write a letter to a friend who formerly lived in your neighborhood, but moved several miles away three months ago. Write it as if it were to be sent to a real friend.

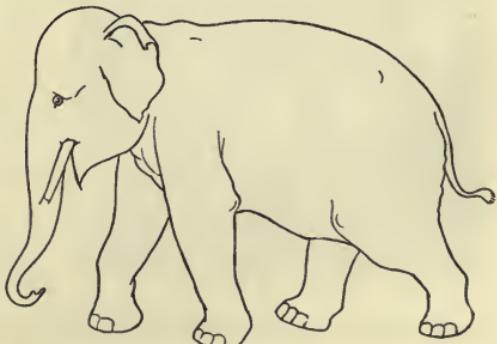
LESSON XLV.—Comparison of Objects.**EXERCISE I.**

Read the following sentences:

1. An elephant is larger than a lion.

2. A mountain is higher than a hill.

3. A brook is smaller than a creek.



To be drawn.

EXERCISE II.

In the same way, compare—

1. A lake and a pond.
2. A river and a brook.
3. Pigeons and robins.
4. Eighth grade pupils and sixth grade pupils.
5. Trees and shrubs.
6. The two dwelling houses nearest your home.
7. New York and Chicago.
8. Texas and California.
9. Rhode Island and Delaware.
10. The Mississippi river and the Amazon river.



LESSON XLVI.—Composition: The Photograph.

Study this picture, and then write a composition from the following hints :

A boy about sixteen is trying to take a photograph of these two little boys. Give him a name.



Name each little boy. Where are they? What is the oldest boy saying? What do the little ones answer? Are they trying to keep quiet? Can they do it? Why not?

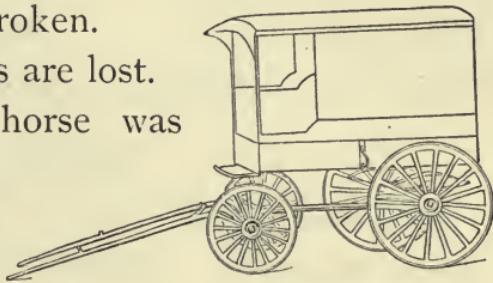
Was the photograph finally taken? Is it a good one?

LESSON XLVII.—POSSESSIVES.

EXERCISE I.

Point out the names, or nouns, in the following sentences:

1. Ross's top was broken.
2. Lawrence's books are lost.
3. General Lee's horse was shot.
4. Do you hear that child?
5. Is a child's voice musical?
6. The Indians captured the emigrant's wagon.



To be drawn.

Who owns the broken top? Whose books were lost? Who possessed the horse that was shot? Which of the following nouns denote possession?

Ross	Ross's	child	child's
Lawrence	Lawrence's	emigrant	emigrant's
General Lee		General Lee's	

What do we add to these nouns to make them denote possession? Are these nouns singular or plural nouns? How is the possessive of singular nouns formed?

To be read.

An apostrophe and the letter *s* ('s) are added to singular nouns to form the possessive.

EXERCISE II.

Write the possessive of the following singular nouns:

Example. — man, man's.

man	child	Mr. Rice	tigress
boy	tiger	Mrs. Smith	serpent
fox	mouse	elephant	ocean

EXERCISE III.

Write five sentences, using in each sentence a noun that denotes possession. Select the nouns from the foregoing list.

Example. — The man's work is done.

EXERCISE IV.

Change the following expressions, so that each one will contain a noun in the possessive form:

tops belonging to the little boy.

Example. — The little boy's tops.

farm possessed by the man.

violin belonging to Ole Bull.

song of the lark.

hatchet belonging to George Washington.

cave of the dragon.

ax belonging to Gladstone.

nest of the eagle.

horse owned by General Jackson.

flag of our country.

EXERCISE V.

Write five sentences, using one of the foregoing expressions in the possessive form in each sentence.

LESSON XLVIII.—Memory Exercise: The Snow.

EXERCISE I.

Commit the following little poem to memory:

THE SNOW.

1. The blessed morn has come again;
 The early gray
 Taps at the slumberer's window pane
 And seems to say,
 Break, break from the enchanter's chain,
 Away, away!

2. 'Tis winter, yet there is no sound
 Upon the air
 Of winds along their battle-ground;
 But gently there
 The snow is falling,— all around
 How fair, how fair! — *Ralph Hoyt.*

Which are the winter months? What is meant by the early gray tapping at the window pane? By the enchanter? Does a person who is asleep seem as helpless as if he were bound with a

chain? Where is the wind's battle ground?
Which falls more silently, snow or rain?

EXERCISE II.

Write about a snowstorm that you remember.

When did it begin? How long did it last? Was the snow deep? Were there large snowdrifts? Did you enjoy the snow? What did you do?

Write all that you can about snow.

Readings Suggested.—The Snow Shower.—*Bryant*. Selections from “Snow-Bound.”—*Whittier*.



LESSON XLIX.—Possessives.

EXERCISE I.

Which of the following nouns are in the singular form? Which are in the plural form?

Ross	boy	child	flies
tree	fox	boys	serpent
mice	fly	foxes	children

EXERCISE II.

Point out the names, or nouns, in the following sentences:

1. Who took the boys' tops?
2. Owls' eyes are large.
3. The men's ammunition was stolen.
4. The emigrants' wagons were destroyed.
5. Foxes' tails are large and bushy.

6. Have you ever seen flies' eyes?
7. Do you hear the children?
8. Are children's voices musical?

Whose tops were taken? Who possessed the wagons that were destroyed? What nouns in these sentences denote possession? Which of the following nouns are in the possessive form?

boys	boys'
owls	owls'
men	men's
emigrants	emigrants'
children	children's
foxes	foxes'

Are these nouns singular or plural? Which of the nouns in the first column end with *s*? How do we form the possessive of these nouns? How do we form the possessive of the nouns that do not end with *s*?

To be read.

An apostrophe (') is added to plural nouns ending with *s* to form the possessive.

An apostrophe and the letter *s* ('*s*) are added to plural nouns not ending with *s* to form the possessive.

Most plural nouns end with *s*.

EXERCISE III.

Write the possessive form of the following plural nouns:

boys	mice	women	buffaloes
men	flies	horses	mosquitoes
foxes	geese	wolves	children

EXERCISE IV.

Write five sentences, using in each sentence a plural noun that denotes possession. Select the nouns from the foregoing list.

Example. — Buffaloes' heads are large.

EXERCISE V.

Change the following expressions, so that each one will contain a plural noun in the possessive form:

ships possessed by the merchants.

Example. — The merchants' ships.

tops belonging to the boys.

dolls of the little girls.

caps belonging to the sailors.

wigwams of the Indians.

horses owned by the soldiers.

jungles of the tigers.

guns possessed by the hunters.

songs of the birds.

books belonging to the children.

EXERCISE VI.

Write five sentences, using one of the foregoing expressions in the possessive form in each sentence.

To be memorized.

Do you covet learning's prize ?
 Climb her heights and take it.
 In ourselves our fortune lies ;
 Life is what we make it.—*J. W. Westlake.*



LESSON L.—The Bear.

EXERCISE I.

Read the following story :

THE BEAR THAT HUGGED THE TEAKETTLE.

A bear once came out of the woods late in the autumn, to have one more walk before he should go to sleep for the winter.

A little farmhouse stood near the woods, and the boiling teakettle had been set out of doors on a little table by the woodshed.



The bear saw the steam coming from the spout of the kettle, and perhaps he had never seen such a sight before; for he hurried up to the table, and standing on his hind legs, put his nose into the hot steam to smell it. Of course his nose was burned, and he was angry with the teakettle, and jumping

on the table he seized it in his hairy paws; but he dropped it very quickly and spilled some of the hot water on his feet. The little children who were looking out of the window at him were very glad to see him run away as fast as he could, and their mama assured them that the bear would not be likely to visit their house again that winter.—*Anonymous.*

What is the title of this story? In which month do you think this bear came out of the woods? What is meant by the bear going to



sleep for the winter? Where was the teakettle before it was put on the table? Do you know how steam is made? Can a bear stand on his hind legs? Why were the children glad to see the bear run away? Do you think that this is a true story? Is it known who wrote it? Did you ever see a bear? When? What did the bear do?

EXERCISE II.

Close your book and write the story in your own words.



To be drawn.

EXERCISE III.

Look closely at the five pictures that follow, and then write a story about

A TAME BEAR.



1.



2.



3.



4.



5.

LESSON LI.—This and These; That and Those.

EXERCISE I.

Read the following sentences:

1. This top spins longer than that top.
2. I like to read this book.
3. That book is not interesting.



4. These three apples are large, but those two are small.



5. These books are histories, and those books are arithmetics.



Which top seems the nearer, the one that is spinning or the one that has stopped spinning? How are *this* and *that* used in the first sentence? Which apples seem the nearer, the three large ones or the two small ones? How are *these* and *those* used in the fourth sentence? How do *this* and *these* differ in use? *That* and *those*?

To be read.

This refers to a single object near the speaker; *that* refers to a single object farther away.

These refers to two or more objects near the speaker; *those* refers to two or more objects farther away.

EXERCISE II.

Use this, that, these, or those in place of the dashes :

1. —— tree is nearer to me than —— one.
2. Don't go near —— cross dog.
3. —— little children are too far away from us.
4. Come here, and look at —— pictures.
5. How high —— wild geese fly!
6. How cold —— weather is!
7. —— mountains are higher than —— are.

EXERCISE III.

Place several books before you on the desk, and show by pointing to them how you would use these expressions :

this book	these books
those books	that book

To be memorized.

Blessed are the pure in heart: for they shall see God.—*Bible*.

Blessed are the peacemakers: for they shall be called the children of God.—*Bible*.

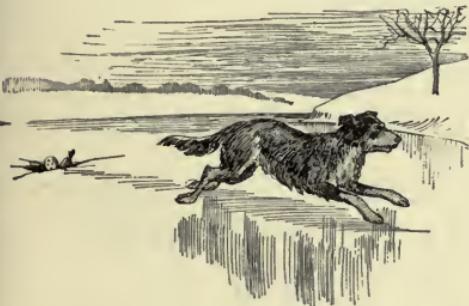
LESSON LII.—Picture Lesson: Accident.



1.



2.



3.



4.



5.



6.

I. ORAL EXERCISE.

Describe the pictures. Did you ever see any one break through the ice? What care should every one take who goes skating?

II. WRITTEN EXERCISE.

Write an account of the accident and the rescue for a newspaper.

LESSON LIII.—Verbs.

EXERCISE I.

Read the following sentences :

1. Sea gulls fly.	4. Lions roar.
2. The sun shines.	5. They growl.
3. Trees grow.	6. The snow is melting.

Which word in the first sentence is a noun? What word is used with it? In the third sentence what word is used with the noun *trees* to make a statement? Which word in the fourth sentence is a noun? What word is used with it to make a statement? In the fifth sentence what word is used with the pronoun *they* to make a statement?

To be read.

The word *fly* is used with the noun *sea gulls* to make a statement. It is called a verb.

The word *growl* is used with the pronoun *they* to make a statement. It is called a verb.

Shines, grow, roar, and is melting in the foregoing sentences are verbs.

Verbs frequently express action.

EXERCISE II.

Copy the following, using verbs in place of the dashes:

1. Dogs —.	6. Cats — mice.
2. The stars —.	7. Snow — white.
3. A horse —.	8. Bees — honey.
4. They —.	9. Birds — nests.
5. Mosquitoes —.	10. I — my book.
11. Columbus — America.	
12. A lion — the king of beasts.	

EXERCISE III.

Write sentences, using these words as verbs:

fly	is melting
run	may go
walks	study
can sing	howl
twinkle	was eaten

Examples. — Birds fly. The aged man walks slowly.

To be remembered.

He that is good at making excuses is seldom good for anything else. — *Franklin.*

LESSON LIV.—Picture Lesson: Gathering Flowers.



I. ORAL EXERCISE.

Describe what you see in the pictures.

II. WRITTEN EXERCISE.

Write the story suggested by the pictures.



3.



4.

LESSON LV.—Singular and Plural Forms of Verbs.

EXERCISE I.

Read the following sentences:

1. Lions roar.	3. Sea gulls fly.
2. The lion roars.	4. The sea gull flies.
5. The whale lives in the ocean.	
6. Whales live in the ocean.	

In which sentence is one lion referred to? In which sentence are more than one referred to? How do the verbs in these two sentences differ? How do the verbs in the third and fourth sentences differ? In the fifth and sixth?

To be read.

The verb *roars* is used with a noun that means but one.

The verb *roar* is used with a noun that means more than one.

The verbs *fly* and *live* are used with nouns that mean more than one. When used with nouns that mean but one, the letter *s* is added to the verbs. Other verbs may be changed in the same way.

EXERCISE II.

Copy the following, using verbs in place of the dashes:

1. The robin —.	3. The wren —.
2. Robins —.	4. Wrens —.

5. Dogs ____.
 6. Old Leo ____.
 7. The clock ____.
 8. Clocks ____.
 9. A tiger ____.
 10. Tigers ____.
 11. The lark ____ at sunrise.
 12. Larks ____ at sunrise.

EXERCISE III.

Re-write the following sentences. Change the first noun from the singular to the plural form. Change the verbs also. Omit the and a or an when necessary.

1. A wolf howls.
2. The cotton field needs rain.
3. A clove has a biting taste.
4. The bat flies at night.
5. A watch ticks rapidly.
6. The robin eats earthworms.
7. The orange grows in Florida.
8. An eagle has sharp claws.
9. A seed becomes a plant.
10. A blossom changes into a fruit.

Examples. — Wolves howl. Seeds become plants.

To be memorized.

Think truly, and thy thought
 Shall the world's famine feed;
 Speak truly, and thy word
 Shall be a fruitful seed.
 Live truly, and thy life
 Shall be a noble creed.

LESSON LVI.—Written Exercise: The Dandelion.

Write answers to the following questions:



Where does the dandelion grow? In what months have you seen the dandelion in bloom? What is the color of the flower? Is it a pretty flower?

What is seen on the stem of the dandelion after the flower dies? What is the color of the ball of seeds? What can you say about the stem that holds the ball? How are the seeds scattered?

What does the word "dandelion" mean? Is the name a good one for this flower?

Readings Suggested.—Little Dandelion.—*Helen B. Bostwick.* To the Dandelion.—*Lowell.*

To be drawn.



LESSON LVII.—Objective Form of Pronouns.

EXERCISE I.

Copy the following sentences, using me, you, him, her, it, us, or them instead of the dashes:

1. I see —.
2. He spoke to —.
3. Do you know —?
4. Come to —.
5. I called —, but she did not hear —.
6. The boy ran, and the dog ran after — and bit —.
7. The guard saw —.
8. What beautiful roses! Where did you get —?
9. I bought — at the florist's.
10. The watchman saw — when I walked by.
11. The teacher stood between Mary and —.
12. The soldiers protected — and —.

To be read.

The words *me, you, him, her, it, us, and them* are pronouns. They are the objective forms of the pronouns *I, you, he, she, it, me, and they*.

Nominative form: I you he she it we they

Objective form: me you him her it us them

EXERCISE II.

Use each of the following words in a statement or question:

me us him her them

EXERCISE III.

Use the pronoun me in place of the dashes :

1. He saw Mary and —.
2. Did you hear Henry and —?
3. It was given to papa and —.
4. The dog ran between you and —.
5. My brother came for my cousin and —.
6. They met Mr. Scott and — at the seashore.

EXERCISE IV.

Use I or me in place of the dashes :

1. Mary and — were at school.
2. Did you see him and — at the entertainment?
3. Come to the office to meet Mr. Brooks and —.
4. The teacher called John and — into the room.
5. The captain thought that the sergeant and — were on guard.
6. For whom were the books brought? For Mrs. Gates and —.

To be memorized.

O what a tangled web we weave
When first we practice to deceive.

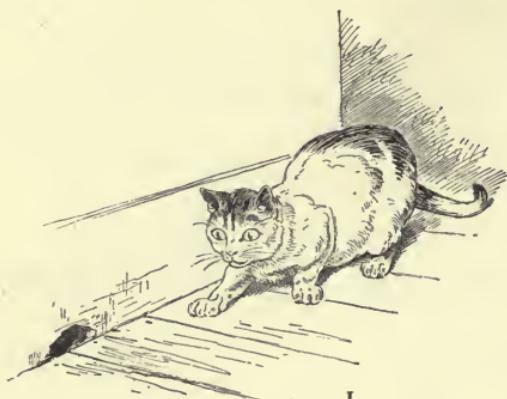
— Sir Walter Scott.

LESSON LVIII.—Picture Lesson: The Cat and the Mouse.

I. ORAL EXERCISE.

Describe the pictures.

What can you tell about cats?



1.



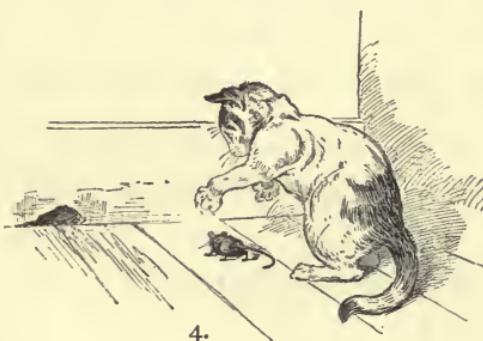
2.



3.

II. WRITTEN EXERCISE.

Imagine the cat and the mouse talking. What does the mouse say when it is caught?



4.

*What does the cat reply?
What does the mouse say
when it escapes?*



5.

LESSON LIX.—Possessive Forms of Pronouns.

EXERCISE I.

Copy the following sentences, using my, your, his, her, its, our, or their in place of the dashes:

1. Edna and I are studying — lessons.
2. He bowed — head.
3. The little child lost — doll.
4. The child hurt — hand.
5. I love — mountain home.
6. Come to — father's house.
7. The brave soldiers followed the flag of — country.
8. Where did Sir John Franklin lose — life?
9. “— money or — life,” the robber cried.
10. Some little mice sat in a barn to spin,
Pussy came by and popped — head in;
“Shall I come in and cut — threads off?”
“O no! kind sir; you will snap — heads off.”

To be read.

The words *my, your, his, her, its, our, and their* are pronouns. They are the possessive forms of the pronouns *I, you, he, she, it, we, and they*.

Nominative form: I you he she it we they

Possessive form: my your his her its our their

Objective form: me you him her it us them

EXERCISE II.

Use each of the following words in a statement or question:

my our his her their

EXERCISE III.

The following possessive forms are used when a noun does not follow the pronoun:

mine ours his hers theirs

Use these pronouns in place of the dashes:

1. These books are —.
2. Is that book Mary's? No; — is lost.
3. I have —.
4. Where are —?
5. I brought my blanket, but they left — in the tent.

Never use *our'n*, *your'n*, *you'se*, *her'n*, *their'n*, *his'n*.



LESSON LX.—Picture Lesson: A Field of Corn.



I. ORAL EXERCISE.*Describe the pictures.*

Which picture represents spring?



2.



Are any of the other seasons represented? Tell what you know of life on a farm. The farmer's work.

3.

II. WRITTEN EXERCISE.

Write about the difference between living on a farm and living in a city.



4.

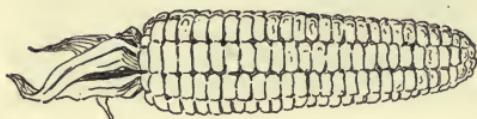
What work is done on a farm?

Which of the two places do you prefer? Why?

III. ORAL AND WRITTEN EXERCISE.

AN EAR OF CORN.

What is planted to produce it? How is it planted? How is it taken from the stalk?



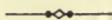
To be drawn.



To be drawn.

From the field? What is it used for?

Readings Suggested.—The Corn Song.—*Whittier.* The Huskers.—*Whittier.*



LESSON LXI.—Pronouns after Is and Was.

EXERCISE I.

Read the following sentences aloud several times:

1. It is I.
2. Was it the boys who made the noise? Yes, it was they.
3. Was it he? Yes, it was he.
4. Is it she? No, it isn't she.
5. It is we boys.

EXERCISE II.

Copy the following sentences, using I, he, she, or they in place of the dashes:

1. Who is there? It is —.
2. It was — who won the battle.

3. "It was —," said the sparrow.
 4. Is it —? 6. Was it —?
 5. It is —. 7. It was —.

Never say, *It is me*, *It was him*, *That is her*.

To be memorized.

Fine manners are the mantle of fair minds.

—Alcott.

LESSON LXII.—About Birds.

I. ORAL EXERCISE.

Where do you usually see these birds? Do they remain here all the year? If not, at what time of the year are they seen? What do they eat? Where do they build their nests? How many birds can you name? How many birds can you tell by their songs? Should birds be killed?



Red-headed Woodpecker.



Robin.

II. WRITTEN EXERCISE.

Write answers to these questions. Tell what you know about the birds you have seen oftenest.

III. WRITTEN EXERCISE.

Imagine two robins talking about boys and girls.

Readings Suggested. — Robert of Lincoln. — Bryant. Lines to a Waterfowl. — Bryant.



LESSON LXIII.—Who and Whom.

EXERCISE I.

Read the following sentences:

1. Who won the battle of Gettysburg?
2. To whom did General Lee surrender?
3. Whom did the party elect?
4. There was once a man who had a goose that laid a golden egg every day.
5. The man from whom the message came is my brother.
6. With whom did he go?
7. Who will go with me?

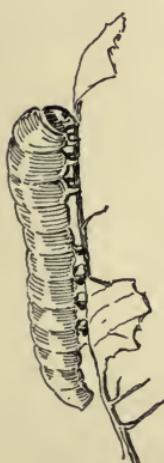
EXERCISE II.

Copy the following sentences, using who or whom in place of the dashes:

1. — lost the battle?
2. To — shall I go for help?

LESSON LXIV.—Written Exercise: The Butterfly.

Write answers to the following questions. Make four paragraphs of your composition. Entitle it "The Butterfly."



How many rings has the caterpillar in the picture? About how long is it? What else can you tell about it?

What has become of the caterpillar? How is it held to the branch? Is it dead?



What change has now taken place? How many wings has this butterfly? How do they differ? How many feelers has it?



Close your composition by imagining the butterfly saying:

I creep on the ground, and the children say:
 " You ugly old thing!" and push me away.
 I lie in my bed, and the children say:
 " The fellow is dead; we'll throw him away."
 At last I awake, and the children try
 To make me stay, as I rise and fly.

PART III.

LESSON LXV.—Come, Came; Run, Ran.

EXERCISE I.

Read the following sentences and point out the verbs in them:

1. He came yesterday.
2. I come, I come.
3. The boy runs fast.
4. The horse ran away.
5. The two boys ran a race yesterday.

EXERCISE II.

Use come (or comes) or came, in place of the dashes:

1. I —— to school regularly.
2. He —— to school regularly.
3. We —— to school regularly.
4. We —— to school yesterday.
5. She —— to school yesterday.
6. They —— too late to see her.

*Do not say, I come yesterday, He come last week,
I have came.*

EXERCISE III.

Use run (*or runs*) or ran, *in place of the dashes*:

1. I — for exercise.
2. Boys — fast.
3. Daniel Boone — into the forest to escape from the Indians.
4. That greyhound — very fast.
5. The child — after the wagon, but did not catch it.
6. How fast the river — between its banks and the rushes!

Do not say "I run" when you wish to refer to past time.

—————

LESSON LXVI.—The Seasons: Spring and Summer.

ORAL EXERCISE.

How many seasons are there? Which months of the year belong to spring? Which months are called summer months? Which are the autumn months? The winter months?

What signs of the coming of spring have you observed? What do you see on the trees? What do farmers do in the spring? What games do boys play in the spring?

What kind of weather do we generally have in summer? What can you say about the length of the days at this season? What berries ripen in

summer? Where do many persons spend part of the summer? What do you like to do in the summer?



LESSON LXVII.—Do, Did, Done.

EXERCISE I.

Read the following sentences carefully:

1. I do it.
2. I did it.
3. I have done it.
4. He does it.
5. He did it.
6. He has done it.
7. I do the work willingly.
8. She does her duty.
9. They did it yesterday.
10. The laborer has done his work well.
11. The laborers have done their work well.
12. The men will do the work to-morrow.

EXERCISE II.

Copy the following sentences, using do (or does), did, or have done (or has done) in place of the dashes:

1. I —— it every day.
2. I will —— this for you.
3. I —— it yesterday.
4. I —— —— it often.
5. Every one must —— his duty.
6. —— your best at all times.
7. She —— —— it.

8. They — — it.
9. — he — the work?
10. He — it yesterday.

Never say, *I done it.*



LESSON LXVIII.—The Seasons:

Autumn and Winter.

ORAL EXERCISE.

What signs of the coming of autumn have you observed? What fruits ripen in autumn? What change takes place in the leaves of the trees? What work does the farmer do in the autumn?

What kind of weather have we in winter? What sometimes covers the ground in winter? What can you say of the streams? How do you generally spend the winter months? What pleasures have you during this season?

Does each season have its pleasures? Its work to be done? Which do you think is the pleasantest season of the year? Why?

To be memorized.

Spring's opening buds and gentle showers,
 Bright Summer's birds and fragrant flowers,
 Rich Autumn's fruits that freely fall,
 Stern Winter's storms — I love them all.

LESSON LXIX.—Memory Exercise.

EXERCISE I.

Commit the following stanzas to memory:

THE VIOLET.

Down in a green and shady bed

A modest violet grew;

Its stalk was bent, it hung its head,

As if to hide from view.

And yet it was a lovely flower,

Its color bright and fair;

It might have graced a rosy bower

Instead of hiding there.



Yet thus it was content to bloom,

In modest tints arrayed;

And there diffuse its sweet perfume

Within the silent shade.

Then let me to the valley go,

This pretty flower to see,

That I may also learn to grow

In sweet humility.

—*Jane Taylor (1783-1824).*

Why is the violet called modest? Why might the violet “have graced a rosy bower”? What is meant by “the silent shade”? What is a valley? What is meant by humility?

EXERCISE II.

Write a composition about violets. Where have you gathered them? When do they bloom? What does a violet look like? Has it a pleasant odor? Tell all you can about violets.

EXERCISE III.

Write what you can of the lesson of modesty taught by the violet.



LESSON LXX.—See, Saw, Seen.

EXERCISE I.

Read the following sentences carefully:

1. I see it.	4. He sees it.
2. I saw it.	5. He saw it.
3. I have seen it.	6. He has seen it.
7. Did you ever see a comet?	
8. I saw a comet last year.	
9. How many planets have you seen?	
10. I cannot see the planet Mercury.	

EXERCISE II.

Copy the following sentences, using see (or sees), saw, or have seen (or has seen) in place of the dashes:

1. I —— the sun every clear day.
2. Can you —— me?
3. The boys —— the stars last night.

4. —— you ever —— the ocean?
 5. No one —— —— the north pole.

Never say, *I seen it.*

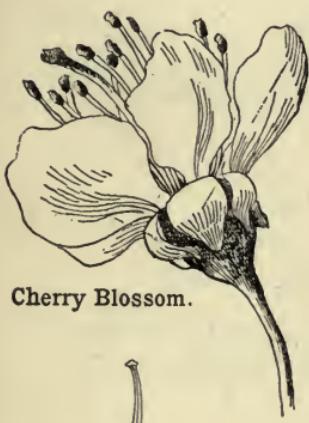
To be memorized.

Behind the cloud the starlight lurks,
 Through showers the sunbeams fall;
 For God, who loveth all his works,
 Has left his hope with all.—*Whittier.*



LESSON LXXI.—Written Exercise: Cherry Blossoms.

Write answers to the following questions. Make four paragraphs of your composition. Entitle it “Cherry Blossoms.”



Cherry Blossom.



Stem with seed box,
 called pistil.



Five flower leaves,
 called Corolla.



Stems with
 duct cups,
 called
 Stamens.



Green cup,
 called
 Calyx.

When do cherry trees bear blossoms? How many flower leaves does a cherry blossom have? What are they called? What is their color?

What is the part below the corolla called? What other parts of a cherry blossom are there?

Do the blossoms stay on the tree long? What becomes of

them? What are they followed by? Are green cherries good to eat?

When do cherries ripen? Are all ripe cherries of the same color? Are ripe cherries wholesome? Are you fond of them?



Ripe Cherries.



Green Cherries.

LESSON LXXII.—Go, Went, Gone.

EXERCISE I.

Read the following sentences several times:

1. I go.	4. He goes daily.
2. I went.	5. He is going slowly.
3. I have gone.	6. He went yesterday.
7. He has gone several times.	
	8. Go at once.
	9. He went to the office.
	10. When shall I go?

EXERCISE II.

Copy the following sentences, using go (or goes), went, gone, in place of the dashes:

1. We — to school regularly.
2. Winter has —.
3. They have — away.
4. Washington and his troops — to Valley Forge.
5. — slowly.
6. Men may come, and men may —
But I — on forever.



LESSON LXXIII.—The Seasons.

WRITTEN EXERCISE.

Write answers to the questions in Lessons LXVI. and LXVIII. Add other facts concerning the seasons.



LESSON LXXIV.—Sing, Sang, Sung.

EXERCISE I.

Read the following sentences carefully:

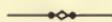
1. I sing.
2. I sang.
3. I have sung.
4. She sings sweetly.

5. She sang several songs.
6. She has not sung since she was ill.
7. She has often sung that hymn.
8. How beautifully Anna is singing !
9. They will sing the anthem again.
10. I cannot sing the old songs.

EXERCISE II.

Copy the following sentences, using sing (or sings), sang, or sung in place of the dashes :

1. Birds —— sweetly.
2. The children —— merry songs.
3. They —— “Home, sweet home.”
4. The lark —— at sunrise.
5. Hear the bird —— !
6. They —— of love and not of fame,
Forgot was Britain’s glory;
Each heart recalled a different name,
But all —— “Annie Laurie.”



LESSON LXXV.—Memory Exercise : Little by Little.

EXERCISE I.

Commit the following stanzas to memory :

1. “Little by little,” an acorn said,
As it slowly sank in its mossy bed;
“I am improving every day,
Hidden deep in the earth away.”

2. Little by little each day it grew;
Little by little it sipped the dew;
Downward it sent out a thread-like root;
Up in the air sprang a tiny shoot.
3. Day after day and year after year,
Little by little the leaves appear;
And the slender branches spread far and wide,
Till the mighty oak is the forest's pride.

What did the acorn say? What marks show what it said? Did it grow a little each day? In what ways did it grow? Was it discouraged because it grew only a little each day? What did it finally become?

What lesson do these verses teach us? Should we expect to learn a great deal at a time? Should we learn every day? If we learn a little each day, what may be expected of us?

EXERCISE II.

Write the lesson that may be learned from these verses.

Readings Suggested.—A Psalm of Life.—*Longfellow.* The Builders.—*Longfellow.* Arrow and Song.—*Longfellow.*

To be memorized.

Step after step the ladder is ascended.

LESSON LXXVI.—Set, Sit.

EXERCISE I.

Read the following sentences carefully:

1. I now set the vase on the mantel.
2. I set the vase on the mantel yesterday.
3. I have set the vase on the mantel several times.
4. I will set the vase on the mantel.
5. The aged man sets his chair in the shade.
6. Set the old armchair here.

In which sentences is present time referred to? In which is past time referred to? What noun follows the verb *set* in the first sentence? The verb *set* in the second sentence? The verb *sets* in the fifth?

7. I sit here.
8. I sat in the old armchair yesterday.
9. I have sat in the old armchair often.
10. I will sit in the old armchair.
11. Sit still till I return.
12. He often sits on the doorstep.

In which sentences is present time referred to? In which past time? Does a noun follow the verb *sit* in the seventh sentence? The verb *sits* in the twelfth?

EXERCISE II.

Examine the following sentences carefully:

1. I set it here now.
2. It sits here now.
3. I set it here yesterday.
4. It sat here yesterday.
5. I have set it here often.
6. It has sat here often.
7. The workmen are setting the posts.
8. The boys are sitting on the ground.

What difference do you see between the first and second sentences? The third and fourth? The fifth and sixth? The seventh and eighth?

To be read.

When we *set* a thing anywhere, we *place* or *put* it there.

When we *sit* anywhere, we *rest* there.

EXERCISE III.

Use *sit* or *set* in place of the dashes:

1. I —— it there.
2. I —— there.
3. Do not —— the chair there.
4. Do not —— there.
5. Please —— my watch. It is too slow.

EXERCISE IV.

Use one of the following verbs in place of the dashes : set (or sets), has set, is setting, sit (or sits), sat, has sat, is sitting.



1. I now — the lamp on the table.
2. The lamp now — on the table.
3. We — on the bank of the stream yesterday.
4. She — the dishes on the table this morning.
5. Harold — — his trap.
6. The boys — — their traps.
7. The old cat — beside the fire.
8. — the clock.
9. Father — the clock an hour ago.
10. The wounded soldier — in the old armchair.
11. He — — there for hours.
12. The birds — — on the branches of the trees.



LESSON LXXVII.—About Seeds.

I. ORAL EXERCISE.

Which seeds are scattered by the winds? Which seeds have wings? Have you ever seen seeds flying about in the wind?



Maple seed.



Dandelion seeds.



Poplar seed.



Linden seed.



Burdock.



Spanish needle.



Milkweed.



Thistle.



Elm seed.

Are there other ways in which seeds are distributed? Which seeds stick to any object that comes near them? What is the color of seeds?

II. WRITTEN EXERCISE.

Write answers to these questions. What else can you write about seeds?

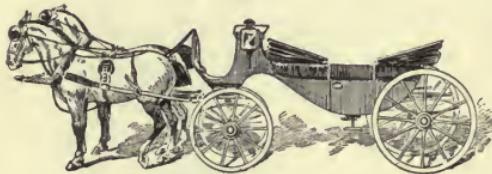
Readings Suggested.—The articles on Seeds in “Plants and Their Children.”—*Mrs. W. S. Dana.*



LESSON LXXVIII.—Picture Lesson: The Horse.

I. ORAL EXERCISE.

Describe the pictures. What other useful things can horses do?



carriage except one of the boys, who rides a pony. Write a description of the trip.

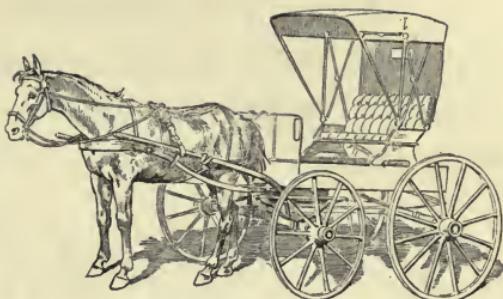


II. WRITTEN EXERCISE.

Imagine that the members of a family are starting to take a long trip. They are all in a

III. WRITTEN EXERCISE.

Describe how some persons treat horses. Tell how they should be treated.



To be memorized.

A merciful man is merciful to his beast.

LESSON LXXIX.—**Lay, Lie.**

EXERCISE I.

Read the following sentences carefully:

1. I now lay the ball here.
2. That careless boy laid his books on the ground yesterday.
3. The child has laid her playthings on the chair.

In which sentence is present time referred to? In which past time? What noun follows the verb *lay* in the first sentence? The verb *laid* in the second? The verb *has laid* in the third?

4. The ball now lies here.
5. The books lay there yesterday.
6. The child's playthings have lain there for some time.

In which sentence is present time referred to? In which past time? Does a noun follow the verb *lies* in the fourth sentence? *Lay* in the fifth? *Have lain* in the sixth?

EXERCISE II.

Examine the following sentences carefully:

1. I lay it here now.
2. It lies here now.
3. I laid it there yesterday.
4. It lay there yesterday.
5. I have laid it there often.
6. It has lain here often.
7. The workmen are laying the bricks carefully.
8. The sheep are lying on the ground.

What difference do you see between the first and second sentences? The third and fourth? The fifth and sixth? The seventh and eighth?

To be read.

When we *lay* a thing anywhere, we *place* or *put* it there.

When we *lie* anywhere, we *rest* or *recline* there.

EXERCISE III.

Use one of the following verbs in place of the dashes: lie (*or* lies), has laid, laid, is (*or* are) lying, was (*or* were) lying, laid, lay (*or* lays), has lain.

1. Birds —— eggs.
2. The hen —— an egg yesterday.
3. The workman —— —— his tools on the bench.
4. Cows often —— on the ground.
5. The sick child —— on the bed for an hour.
6. —— your hatchet down.
7. See the yachts. They —— side by side.
8. The book —— —— on the table.
9. The little boys —— —— on the dead leaves.
10. Hush my dear, —— still and slumber.
11. The squirrels —— by a stock of nuts each fall.
12. The squirrels —— by a stock of nuts last fall.
13. He frequently —— on the lounge.
14. They —— the wounded soldier on the grass.
15. The wounded soldier —— on the grass.
16. The wounded soldier —— on the field till morning.

To be memorized.

Sin has many tools, but a lie is the handle which fits them all.— *O. W. Holmes.*

LESSON LXXX.—About Longfellow.

I. ORAL EXERCISE.

Read this story carefully:

In the summer of 1837, a young man called upon Mrs. Craigie, at her fine old mansion in Brattle

Street, Cambridge, not very far from Harvard College. He asked her whether he could have a room in the old house, and the lady answered: “I do not lodge students any longer.” “But I am one of the professors in the College,” replied the young man.

“I am Professor Longfellow.” When Mrs. Craigie heard this, she showed him several rooms in her house, and he at last selected the one that General Washington occupied when he was in Cambridge. In this room Mr. Longfellow made his home for many years.

How long ago did this incident occur? Where is Cambridge? Why was Longfellow mistaken for a student? Did you ever hear of Harvard College? When was General Washington in



Cambridge? Why was he there? Do you know anything else about Longfellow?

II. WRITTEN EXERCISE.

Write this story in your own words. Add what you have learned by answering the questions.



LESSON LXXXI.—A Fable: Gentleness.

Read the following story:

A FABLE.

Once upon a time, there was a dispute between the Sun and the Wind, each one claiming to be stronger than the other. While they were disputing, they saw a traveler on the road, and they agreed that the one who could make him take off his cloak would be the stronger. The Wind began to blow harder and harder, but the man drew his cloak more closely around him and pressed on his journey. The Sun then shone out from behind the clouds, and as his warm beams fell on the traveler, he was compelled to throw his cloak aside, and rest under the shade of a tree.

Is this a true story? Which one endeavored to succeed by rough, harsh means? Which one used only gentle means? Which succeeded? What does the fable teach us?

Commit the following stanzas to memory:

Speak gently! it is better far
 To rule by love than fear;
 Speak gently! let no harsh word mar
 The good we might do here.

Speak gently! 'tis a little thing,
 Dropped in the heart's deep well;
 The good, the joy that it may bring,
 Eternity shall tell.



LESSON LXXXII.—About Flowers.

I. ORAL EXERCISE.

This exercise is a talk about flowers. Bring a flower to class with you, if any are in bloom.



Roses.

Have you ever seen any of the flowers represented by these pictures? Where do they grow? How many wild flowers are you familiar with? How many cultivated flowers?



Pansies.



Orchids.



Daisies.



Gladioli.



Morning glories.

II. WRITTEN EXERCISE.

Write answers to these questions. What else can you write about flowers?

Readings Suggested.—The Use of Flowers. — *Mary Howitt.*
The Death of the Flowers. — *Bryant.*

To be remembered.

The love of flowers is the index of a kind heart.

LESSON LXXXIII.—Adverbs of Manner.

EXERCISE I.

Read the following sentences carefully:

1. The snow falls silently.
2. The boy ran fast.
3. The aged man walks slowly.

What word shows how the snow falls? How did the boy run? What word follows the verb *walks* to show how the man walks?

To be read.

The words *silently*, *fast*, and *slowly* are adverbs in these sentences.

EXERCISE II.

Fill the blanks with words that show how the act is done:

1. Turtles walk ____.
2. Rabbits run ____.
3. Pigeons fly ____.
4. Florence is singing ____.
5. The seamstress has sewed the dress ____.

EXERCISE III.

Use each of the following words in a sentence to show how an act is done:

slowly	gracefully	carefully	wisely
well	merrily	easily	bravely

To be memorized.

Whene'er a noble deed is wrought,
 Whene'er is spoken a noble thought,
 Our souls, in glad surprise,
 To higher levels rise.—Longfellow.

LESSON LXXXIV.—About Field and Garden Products.

I. ORAL EXERCISE.

How many plants have you seen growing in the fields? In the garden?

Describe the uses of the grains that grow in the field. What is done with the products of the garden?



Head of wheat.



Grains of wheat.



Heads of oats.
Grains of oats.



Potato stalks.



Heads of barley.
Grains of barley.



Potatoes.



Head of rye.



Ears of corn.



Grains of rye.



Grains of corn.



Radishes.



Onions.



Turnips.



Beets.



Bean pods. Beans.



Pea pods. Peas.

II. WRITTEN EXERCISE.

Select one of the products of the field or garden, and write all that you know about it.

Reading Suggested.—The Pumpkin.—Whittier.



LESSON LXXXV.—About George Washington.

I. ORAL EXERCISE.

Read this brief sketch of George Washington as a boy:

George Washington was large and strong even as a boy. A place is still pointed out at Fredericksburg where he threw a stone across the Rappahannock river. He was a good horseman, and was always ready and able to mount and manage the most fiery steed.

He was regarded by all who knew him as strictly upright and truthful, and was frequently selected at school to decide questions between his schoolmates; and his decisions were never reversed.

When was George Washington born? In what State is Fredericksburg? Where is the Rappahannock river? What was Washington's native State? What kind of boy was George Washington? Did his schoolmates respect him? Did they look upon him as a leader? What did he become?

Do you know any other stories of the boyhood of George Washington?

II. WRITTEN EXERCISE.

Write the most interesting facts that you know about George Washington.



LESSON LXXXVI.—Adverbs of Time.

EXERCISE I.

Read the following sentences carefully:

1. It rains often.
2. St. Nicholas comes monthly.
3. The workman arose early.

What word tells when it rains? When does St. Nicholas come? What word follows the verb *arose* to tell when the workman arose?

To be read.

The words *often*, *monthly*, and *early* are adverbs in these sentences.

EXERCISE II.

Fill the blanks with words that tell when the act is done

1. I will come —.
2. Go —.
3. — tell the truth.
4. Little children should go to bed —.
5. — be afraid to do right.

EXERCISE III.

Use each of the following words in a sentence to tell when an act is done:

quickly now always afterward seldom



LESSON LXXXVII.—About Animals.

I. ORAL EXERCISE.

What animals are fed by man? What animals are useful to man? In what way is a horse useful? A cow?



Is a dog of any use? A cat?

Have you ever seen any wild animals? Where? How do wild animals live?

Can some wild animals be tamed?



II. WRITTEN EXERCISE.

Write all that you can remember about one of the tame animals.

III. WRITTEN EXERCISE.

Write a short composition about a wild animal.



LESSON LXXXVIII.—Adverbs of Place.

EXERCISE I.

Read the following sentences carefully:

1. The tree stood there.
2. The storm blew it down.
3. The water in the geyser spouts upward.

What word tells where the tree stood? Where did the storm blow it? What word follows the verb *spouts* to tell where the water spouts?

To be read.

The words *there*, *down*, and *upward* are adverbs in these sentences.

EXERCISE II.

Fill the blanks with words that tell where the act is done :

1. The bird flew ____.
2. Sparks fly ____.
3. Sit ____ while I go ____.
4. Gravitation draws bodies ____.
5. The old willow's branches bend ____.

D

EXERCISE III.

Use each of the following words in a sentence to tell where an act is done :

away here there forward forth

To be memorized.

A good name is rather to be chosen than great riches.—*Proverbs*.

He is not worthy of the honeycomb, who fears the hive because the bees have stings.—*Shakespeare*.

Peace rules the day, where reason rules the mind.
—*Collins*.

Beware of little expenses; a small leak will sink a great ship.—*Benjamin Franklin*.

When angry, count ten before you speak; if very angry, count a hundred.—*Thomas Jefferson*.

LESSON LXXXIX.—Picture Lesson: An Accident.

I. ORAL EXERCISE.

Describe what you see in the pictures.

Did you ever see a horse run away?



1.



2.

II. WRITTEN EXERCISE.

Write an account of the accident for a newspaper.



3.



4.



5.

LESSON XC.—About Lincoln.**I. ORAL EXERCISE.**

Read this brief sketch carefully:

When Abraham Lincoln was about nineteen years old, he made a trip from his home in Kentucky to New Orleans in a flatboat. After his return he split the rails to make a fence around a ten-acre field. The next year he built a flatboat and took it to New Orleans.

Although young Lincoln worked hard, he found time to study and improve his mind. One of his early companions said of him: "He would work all day as hard as any of us, and study by fire-light half the night." Among the subjects that he studied were English grammar and surveying. It is said that he read seven books over and over. These books were the Bible, Shakespeare, *Æsop's Fables*, *Pilgrim's Progress*, and the *Lives of Washington, Franklin, and Henry Clay*.

Was Abraham Lincoln industrious? How did he try to improve his mind? What is a flatboat? Why did flatboats run from Kentucky to New Orleans? Where is New Orleans? Have you ever read any of the books mentioned in the sketch?

Where and when was Abraham Lincoln born?

When did he die? Do you know the cause of his death? What great work did he do?

II. WRITTEN EXERCISE.

Write the most interesting facts that you know about Abraham Lincoln.



LESSON XCI.—Sentences Combined.

EXERCISE I.

Read the following sentences :

FIRST GROUP.

Apples grow in the orchard.

Pears grow in the orchard.

COMBINED.

Apples and pears grow in the orchard.

SECOND GROUP.

Apples grow in the orchard.

Pears grow in the orchard.

Plums grow in the orchard.

COMBINED.

Apples, pears, and plums grow in the orchard.

THIRD GROUP.

I study history.

I study geography.

I study arithmetic,

COMBINED.

I study history, geography, and arithmetic.

What three words in the last sentence are used in the same way? After which two of these words is a comma placed? What other sentence has three words in it used in the same way? What punctuation mark follows two of these words?

EXERCISE II.

Combine each of the following groups of sentences into one sentence:

1. I saw President McKinley.
I saw General Miles.
I saw Chief Joseph.
2. Robins build their nests in the bushes.
Bluebirds build their nests in the bushes.
Sparrows build their nests in the bushes.
3. Oak trees grow in the forest.
Hickory trees grow in the forest.
4. Charles Dickens wrote "David Copperfield."
Charles Dickens wrote "Martin Chuzzlewit."
Charles Dickens wrote "Oliver Twist."
5. Denver is a large city.
Denver is a flourishing city.
Denver is an attractive city.

6. New York is a large city.
Chicago is a large city.
Philadelphia is a large city.
7. The farmer plows his field.
The farmer sows his field.
8. I read "Little Lord Fauntleroy."
I read "Swiss Family Robinson."
I read "The Hoosier Schoolmaster."
I read "The Little Lame Prince."

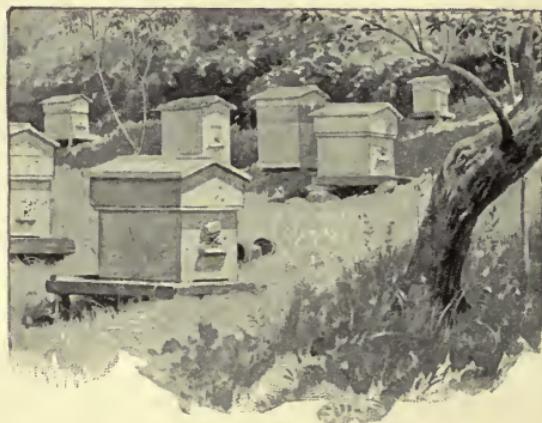
To be memorized.

So nigh is grandeur to our dust,
So near to God is man,
When duty whispers low, "*Thou must,*"
The youth replies, "*I can.*" — Emerson.

LESSON XCII.—The Honeybee.

EXERCISE I.

Study the pictures and the remarks carefully.



Beehives.



Queen Bee.
One in a hive.



Workers.
A great many in a hive.



Drones.
A number in each hive.

WHAT THE BEES DO

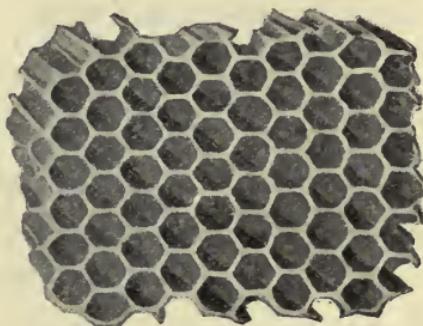
The queen bee lays all the eggs.

The workers gather honey, pollen, and wax, take care of the queen and the young bees, keep the hive clean, and do many other things. They have sharp stings.

The drones do not work. They have no stings.



Wax cell, where the honey
is stored.



Part of honeycomb made up of
wax cells.

EXERCISE II.

Write a composition about Honeybees, telling all you have learned in this lesson, and adding as many facts as you can get. Tell what the honey tastes like, what the wax is used for, etc. Learn all you can about the queen bee, about bees swarming, etc. Try to use these two stanzas in your composition:

How doth the little busy bee
 Improve each shining hour,
 And gather honey all the day
 From every opening flower!

How skillfully she builds her cell !
 How neat she spreads the wax !
 And labors hard to store it well
 With the sweet food she makes.



LESSON XCIII.—Sentences Combined.

EXERCISE I.

Read the following sentences :

FIRST GROUP.

The Harz Mountains are in Germany.
 Canary birds are brought from the Harz Mountains.

COMBINED.

Canary birds are brought from the Harz Mountains, which are in Germany.

SECOND GROUP.

We went to the Conestoga river to fish.

We went in May.

We went on a beautiful day.

We caught several fine bass.

We caught a number of sunfish.

COMBINED.

On a beautiful day in May we went to the Conestoga river to fish, and caught several fine bass and a number of sunfish.

EXERCISE II.

Combine each of the following groups of sentences into one sentence:

1. Priam was king of Troy.
Hector was one of the sons of Priam.
2. Coal is heated in ovens till it becomes a porous mass.
This porous mass is called coke.
3. Albany is the capital of New York.
Albany is situated on the Hudson river.
4. The elephant is one of the largest and strongest of animals.
The elephant is said to be afraid of a mouse.
5. General George G. Meade was a native of Pennsylvania.
General Meade commanded the Union forces at the battle of Gettysburg.
6. Paris is the most beautiful city in the world.
Paris is the capital of France.
7. The Tiber river is discolored by yellow sand.
The Tiber river is sometimes called the yellow river.

8. Cassiopeia is a constellation.
It consists of several stars.
They are grouped in the form of a chair.

LESSON XCIV.—Description of a Place.

I. ORAL EXERCISE.

Read the following description:

EPHRATA.

One of the most beautiful places in Lancaster county is the borough of Ephrata, which is situated on a range of hills in the northern part of the county. In many respects this village is like many others in this fertile county. It has comfortable homes, which are nearly all built along a single street. Churches and schools abound; and there are several stores and shops of various kinds in the "business center" of the place, near the railroad station. A large spring that flows out of the mountain back of the village supplies it with pure water.

One of the most interesting parts of Ephrata is the "cloister," a group of buildings with high gable roofs, low doors, and irregular little windows. These buildings were at one time used by a religious sect, known as Seventh Day Baptists.

II. WRITTEN EXERCISE.

Write a description of the place in which you live. Tell where it is. If a city, name some of the prominent buildings in it, etc.

III. WRITTEN EXERCISE.

Write a description of the largest building in your neighborhood.

IV. WRITTEN EXERCISE.

Write a description of the place in which you would like to live.



LESSON XCV.—Words Pronounced Alike but Used Differently.

EXERCISE I.

Use to, too, or two in place of the dashes:

1. There are — pints in a quart.
2. Come — me.
3. I am — tired to help you.
4. A fortnight consists of — weeks.
5. Columbus came — the new world.
6. The — children are — young — go — school.

EXERCISE II.

Use their or there in place of the dashes:

1. I saw them —.
2. The boys lost — ball.

3. They left —— books ——.
4. —— are three feet in a yard.

EXERCISE III.

Use hear or here in place of the dashes:

1. Come ——.
2. Did you —— me?
3. —— they stood for hours.
4. They cannot —— what you say.

EXERCISE IV.

Use write or right in place of the dashes:

1. Try to do ——.
2. Try to —— plainly.
3. —— me a letter.
4. It is never —— to do wrong.

EXERCISE V.

Use cent, sent, or scent in place of the dashes:

1. Do you love the —— of roses?
2. She —— me a pencil that cost a ——.
3. What part of a dime is a ——?

To be memorized.

Be just and fear not;

Let all the ends thou aim'st at be thy country's,
Thy God's, and truth's.

—Shakespeare.

LESSON XCVI.—Picture Lesson: Water.





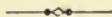
I. ORAL EXERCISE.

Describe the pictures. What names are given to different streams of water? To different bodies of water? Can we do without water?

II. WRITTEN EXERCISE.

Imagine a drop of water starting from the ocean and finally finding its way back to the ocean again. Write the story it might tell.

Readings Suggested.—A Rill from the Town Pump.—*Hawthorne.*
Interesting facts about water.—*Physical Geography.*



LESSON XCVII.—About William Penn.

I. ORAL EXERCISE.

Read the following sketch:

On September 1, 1682, William Penn sailed from England for this country in the ship *Welcome*. He had with him about a hundred passengers, nearly

all of whom were Friends. The voyage lasted six weeks, and thirty of the passengers died of small-pox before it ended. On October 27 a landing was made on the banks of the Delaware river.

William Penn came to this country to aid in the settlement of the lands which he had obtained from the king of England. Although he had received from the king about 40,000 square miles of land, he bought these lands from the Indians, who were the first occupants.

In all William Penn's dealings with the Indians, he treated them fairly. When he was among them, he ate with them; and sometimes he would wrestle with the young athletic Indians, and try to beat them in running and jumping matches. No other man from England was liked so well by the Indians as William Penn.

What was William Penn's native country? Who was king of England at that time? Why did the king grant William Penn a tract of land in America? What is the tract called?

What do you think of the way in which William Penn treated the Indians?

II. WRITTEN EXERCISE.

Write a composition about William Penn. Find out all you can concerning him.

LESSON XCVIII.—Words Sometimes Misused.**EXERCISE I.**

Copy the following sentences, using good or well in place of the dashes:

1. Do your work well.
2. Good boys study well.
3. The apples are good.
4. The little girl sings ——.
5. Do it ——.
6. Concord grapes are ——.
7. Did you play ——?
8. Is he sick? No, he is ——.

EXERCISE II.

Copy the following sentences, using swift or swiftly in place of the dashes:

1. Light rays travel swiftly.
2. The war vessel *Columbia* is swift.
3. He owns a —— yacht.
4. The horse trots ——.
5. How —— a greyhound runs!

EXERCISE III.

Copy the following sentences, using learn or teach in place of the dashes:

1. I will teach you.
2. He must learn his lesson.
3. Our teacher —— us botany.

4. We should — every lesson well.
5. I will — you.
6. Can you — me how to subtract a fraction from a whole number?

EXERCISE IV.

Copy the following sentences, using let or leave in place of the dashes :

1. Shall we leave him here?
2. Let him go.
3. Let us leave the city.
4. Let him alone.
5. Leave him alone.
6. — it go.
7. — the books there.
8. — her study her lessons.
9. I will — the task till to-morrow.
10. Will you — the children — you?
11. Who said, “— us have peace”?



LESSON XCIX.—The Apple Orchard.

EXERCISE I.

Read the following story :

Is there a nicer place to play in than an old apple orchard? Once under those favorite trees whose branches sweep the ground, you are quite

shut off from the great, troublesome, outside world. And how happy and safe you feel in that green world of your own, a world just made for children, a world of grass and leaves and birds and flowers, where lessons and grown up people have no part.



In the lightly swinging branches of the trees you find prancing horses, and on many a mad ride they carry you. The larger branches are steep paths leading up mountain sides. Great chasms yawn beneath you. Here, only the daring and cool-headed may hope to be successful and reach the highest points without danger to their bones.

Out here the girls bring their dolls, and play house. Nothing can make a more interesting or a more surprising house than an apple tree, for its

rooms are so many and of such curious shapes. Then, too, the seats in these rooms are far more comfortable than the chairs used by ordinary people in everyday houses. The doings of the Robin family can be seen from its windows. One is amazed to see how many fat worms Mother Robin manages to pop down the yawning baby throats, and wonders how baby robins ever live to grow up.

—*Mrs. W. S. Dana.*

How many paragraphs are in this description of an apple orchard? How many of you have been in an apple orchard? Is it a good place to play in? What is meant by being shut off from the outside world? Why is this world called a troublesome world?

Did you ever swing on the branch of an apple tree? Did you ever climb to the top of an apple tree?

What games can you play in an apple tree? Did you ever see an old robin feed her little ones? Have the little robins big mouths?

Tell all you can about the apple orchard you have seen oftenest. Are the trees large? Do you know the names of any kinds of apples that they bear? Which kind do you like best? Have you any apple trees at home?

II. WRITTEN EXERCISE.

Write a composition about Apple Trees. If you have been in an apple orchard, tell all you know about it.

III. MEMORY EXERCISE.

THE PLANTING OF THE APPLE TREE.

Commit the following stanzas to memory :

Come, let us plant the apple tree.
 Cleave the tough greensward with the spade ;
 Wide let its hollow bed
 be made ;
 There gently lay the roots,
 and there
 Sift the dark mold with
 kindly care,
 And press it o'er them
 tenderly,
 As, round the sleeping
 infant's feet,

We softly fold the cradle sheet ;
 So plant we the apple tree.

What plant we in this apple tree ?
 Buds, which the breath of summer days
 Shall lengthen into leafy sprays ;
 Boughs where the thrush, with crimson breast,



Shall haunt and sing and
hide her nest;

We plant, upon the sunny
lea,

A shadow for the noontide
hour,

A shelter from the summer shower,
When we plant the apple tree.



What plant we in this apple tree?

Sweets for a hundred flowery springs

To load the May-wind's rest-
less wings,

When, from the orchard-
row, he pours

Its fragrance through our
open doors;

A world of blossoms for
the bee,

Flowers for the sick girl's silent room,

For the glad infant sprigs of bloom,

We plant with the apple tree.



What plant we in this apple tree?

Fruits that shall swell in sunny June,

And redden in the August noon,

And drop, when gentle airs come by,



That fan the blue September sky,
 While children come,
 with cries of glee,
 And seek them where the
 fragrant grass
 Betrays their bed to those
 who pass,
 At the foot of the apple tree.

— *William Cullen Bryant (1794-1878)*.

In the first stanza, what is meant by the tough greensward? By hollow bed? Did you ever see any one plant a tree? Some one has said that a man who plants a tree is a true lover of his race. Why?

What does the poet tell us are planted in this apple tree?

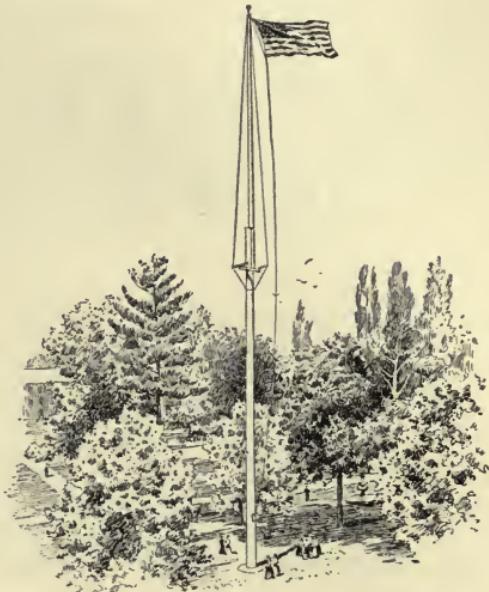
Who wrote these beautiful stanzas? Do you think he was a close observer of nature? Do you think he was a lover of nature? Can you think of any other poems he has written? "The Planting of the Apple Tree" has five stanzas in addition to the four given in this lesson. You should read the whole of this exquisite poem.

Do you know what is meant by "Arbor Day"?

LESSON C.—Our Country's Flag.

I. ORAL EXERCISE.

What is the usual shape of our flag? What colors are in it? Which part is called the field? What does it contain? How many stars are there? Why? How many stripes? Why? Of what use is a flag?



II. WRITTEN EXERCISE.

Write a description of our flag. Tell why we should respect it. Tell how we may respect and honor it.

EXERCISE III.

Commit the following selections to memory:

When Freedom, from her mountain height,
Unfurled her standard to the air,
She tore the azure robe of night,
And set the stars of glory there!

She mingled with its gorgeous dyes
The milky baldric of the skies,

And striped its pure, celestial white,
With streakings of the morning light.

— *Drake.*

Breathes there the man with soul so dead,
Who never to himself hath said,
“This is my own, my native land”?

— *Sir Walter Scott.*

Thou, too, sail on, O Ship of State!
Sail on, O Union, strong and great!
Humanity with all its fears,
With all the hopes of future years,
Is hanging breathless on thy fate!

— *Longfellow.*

O God, to Thee we sing,
Our land is free!
From Thee all bounties spring,
Our land is free!
From Thine almighty throne,
Watch keep above Thine own,
Thou, Thou, art King alone,
Our land is free!

Readings Suggested. — The Star Spangled Banner. — *Francis Scott Key.* America. — *S. F. Smith.*

LESSONS OF THE MONTHS.

See Note 7, Suggestions to Teachers, p. 4.

During each month of the year the leading characteristics of the month should be studied. The following topics are merely suggestive of the wide range which the lessons of the months may take. The teacher will of course grade the lessons to suit the capacity of the children.

Watch the weather during each month. Temperature. Rainfall. Length of days and nights.

Observe the trees. When do they put forth their leaves? When do they blossom? When do they bear fruit? When does the fruit ripen? When do the leaves fall? Study the fruits of the different trees.

Study the wild flowers as they come and go.

When are seeds planted? Watch their growth. How do farmers prepare their fields for planting? What do they plant? When do field products ripen? Study the different grains. Describe the work of the farmer during the different months.

Learn the names and some of the habits of the birds. Animals. Some insects.

Outdoor work of each month. Indoor work.

How do boys enjoy themselves each month? How do girls enjoy themselves?

Read appropriate selections to the class.



September.



October.



November.



December.



January.



February.



March.



April.



May.



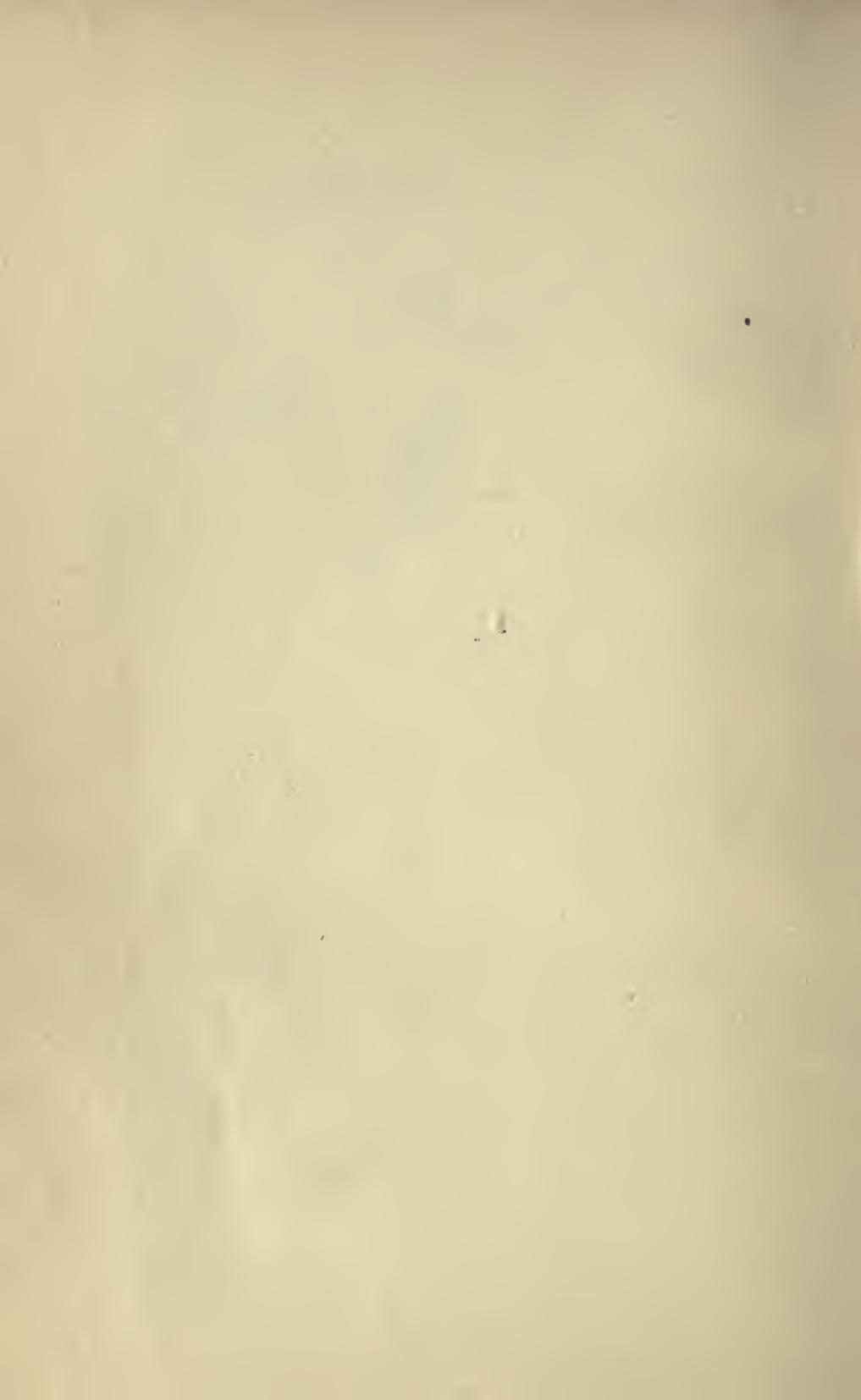
June.



July.



August.





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